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ABSTRACT

This practical guide for training and personnel specialists working in the human service agencies provides an understanding of how the Human Service Task Bank and the Manpower Management Information System (MMIS) (described in HE 007 310) can be used to address personnel and training problems. The Manpower Management Information System and the Human Service Task Bank are a data base that grew out of a study of the problems associated with manpower utilization and the lack of career mobility within the Florida Department of Health and Rehabilitative Services. This document discusses: (1, the basic elements of the human service task bank; (2) the human service task bank for curriculum design; (3) five functions and eleven roles of human service work; (4) functional job analysis scales; (5) codebook for task component designations; (6) codebook for functional knowledge and skill categories; (7) outline for delivery of human services; (8) outline for the human service supervisor; and (9) the human service task bank. (Author/KE)

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THE FLORIDA HUMAN SERVICE

TASK BANK

Volume 2

Final Report of the Florida Board of Regents

Office of Career Planning and Curriculum Development

for the Human Services

October, 1975

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OFFICE OF CAREER PLANNING STAFF

Michael J. Austin, Principal Investigator

Philip L. Smith, Project Director

Richard P. Coane, Career Planner	Arthur L. Slater, Career Planner
John H. Patrick, Research Associate	Roy E. Stockstill, Systems Planner
Alexis H. Skelding, Career Planner	

MANAGEMENT COMMITTEE

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FOR ADDITIONAL INFORMATION

CONTACT - Michael J. Austin, Ph.D.
School of Social Work
Florida State University
Tallahassee, Florida 32306

PREFACE

This is the second part of a two volume final report on a three year personnel and staff development research project conducted by the Florida Board of Regents for the Florida Department of Health and Rehabilitative Services. Volume 1 includes a detailed discussion of the research process and the specific recommendations. This volume includes the complete Human Service Task Bank for use by staff development specialists and personnel specialists. It was designed as a user's manual.

In addition to the Human Service Task Bank, staff trainers may also be interested in the following training texts designed for staff development programs related to the entry level worker and the beginning supervisor:

Delivering Human Services: An Introductory Programmed Text
(to be published by Harper & Row in 1976)
The Human Service Supervisor: A Basic Training Manual
(publication pending)

The outlines for both of these texts are located in Appendices E and F.

The many hours that went into the design of the Human Service Task Bank could never be fully reflected in the pages that follow. However it is important to mention the considerable skill, persistence, commitment and patience which Art Slater and Richard Coane demonstrated throughout the task bank building process. They are both extremely talented individuals who deserve much of the credit for this volume. They were aided by equally talented secretaries including: Sharon Lewis, Beverly Harness, Jane Ott, and Linda Foltz.

It is the hope of all project staff that their work on the problems confronting administrators, workers and clients will help to improve the effectiveness and efficiency of the Florida Department of Health and Rehabilitative Services.

Michael J. Austin, Ph.D.
Principal Investigator

I.

INTRODUCTION

The purpose of Volume 2 is to provide training specialists and personnel specialists working in human service agencies with an understanding of how a Human Service Task Bank and the larger Manpower Management Information System (MMIS) described in Volume 1 can be used to address personnel and training problems. This volume is designed to be a practical guide for problem solving.

Personnel and staff development issues are closely related since educational experiences play such a significant role in the preparation and advancement of human service workers. In this volume these issues will be treated separately. The personnel issues related to classification and career mobility, recruitment and selection criteria, and performance appraisal are discussed more completely in Volume 1. It is important to note that the two major elements are one system intended to achieve a variety of outputs through their interaction. There are, however, output capabilities possible through the use of Task Bank data only but the limitations must be kept in mind.[1]

Classification and Career Mobility

The Florida Department of Health and Rehabilitative Services presently uses a fragmented personnel system which reflects both a diverse range of client services and historical accident rather than functional similarities of staff. The classifications resemble an inverted pyramid, that is, there are few classifications in the lower pay grades representing approximately 10,000 employees and a multiplicity of classifications at higher administrative levels representing approximately 3,000 employees.

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[1] See Volume 1 for further details regarding the limitations.

It is generally conceded that there are individuals in different classes and programs who do essentially identical work but are paid significantly different salaries. Until now there has not been an objective basis for defining equitable pay grades although various task force groups and committees have addressed the problem.

There is a nominal career service system that contributes little, if anything, to the concept of career mobility. The basis for determining an adequate range of position classifications and articulating the lateral and hierarchical relationships between them should be as objective as current manpower technology allows. The MMIS (Volume 1) has the potential for determining a number of new job families which can serve as the basis for fewer, more inter-related job classifications. A new classification system would help to increase the opportunity for workers to advance based upon specific criteria and enable personnel to relate their skills, interests, and abilities to the available opportunities in a human service agency. It is now feasible for human service agencies to restructure their personnel systems using objective data in conjunction with a sophisticated manpower technology.

Recruitment and Selection

A major problem in any personnel process is accurate definition of training and experience entrance requirements for a given position and the identification of specific skills held by each applicant. The present recruitment and selection process possess two major flaws. One is the lack of a demonstrated relationship between existing training and experience requirements and a particular job. The other flaw is the admitted lack of relevancy of the tests used to build the register of eligible job applicants. Although various validation methodologies have been available they have not been systematically applied to these issues in human service agencies. Using the MMIS and this Human Service Task Bank as the data base, personnel specialists could: 1) retrieve worker profile data for each job class and program area, 2) analyze individuals in the profile to identify important characteristics in terms of education and experience and other characteristics, 3) construct testing instruments reflecting the range of knowledge and skills necessary for successful functioning, and validate testing instruments.

Staff Deployment

A manpower planning system that can relate organizational manpower resources to anticipated service needs is needed. Information regarding service needs for a given geographic area also requires similar information for the staffing process. For example, using the MMIS it would be possible to determine the number and type of staff needed to administer AFDC for x number of consumers. Differential staffing according to service needs could be an operational reality.

Human service agencies are under considerable legislative and fiscal pressure to modify their organizational service delivery systems in order to achieve greater efficiency and effectiveness. Experimental service delivery structures have often been compromised by inter-divisional rivalry or lack of sufficient authority to effectively coordinate.[1] Coordinated services are the major objective for reorganizing human service agencies.

Performance Appraisal

Perhaps the least understood organizational procedure is the evaluation of staff. Performance evaluations have been virtually meaningless. They focus on subjective personal characteristics largely irrelevant to the organization while ignoring critical areas such as the individual's level of performance and developmental needs. The lack of substantive performance standards must share responsibility for staff morale problems. Lack of quantifiable performance expectations has penalized the worker and agency since the worker is unable to see a "target" to measure himself against and the agency is unable to identify "producers" from "deadwood".

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[1] Florida Department of Health and Rehabilitative Services, "Program and Financial Planning/Client Information System: Prototype in CSDS Region VIII" a report prepared by Bureau of Research and Evaluation of the Division of Planning and Evaluation, 1972.

The first step is to be able to determine reasonable productivity expectations. The MMIS can provide this kind of data, e.g., range of tasks, number of units of each task, average duration per task, and difficulty scores for tasks performed by each class/program group. Judiciously interpreted, these outputs can be used as the basis for defining expectations and standards for human service workers.

Staff Development

Traditionally staff training and development programs have not been generated as part of a comprehensive design but rather on the basis of felt needs. Even within program areas, there is little evidence of an overall training strategy. At the top level of the Florida Department of Health and Rehabilitative Services, the following training deficiencies have been identified:

- No Departmental training strategy;
- Little coordination at the Department or program level;
- Accurate needs assessment cannot be made due to the lack of understanding of job functions;
- Comprehensive curriculum design is impossible without extensive job function data;
- Resource assessment of training capabilities inside and outside the Department has not taken place.

The need for training can be divided into three areas: orientation, policy and procedure changes, and development of staff. The Human Service Task Bank provides several approaches to meeting these needs.

Orientation is a standard procedure that can vary in intensity and content from one hour to one year depending upon the job and the service provided. Basic content usually includes agency information, personnel policies, and job responsibilities and expectations. Agency information is usually adequately presented. Job functions and performance expectations are usually inadequate, due to the subjective impressions of tasks and standards held by experienced staff. As noted earlier, this is a basic deficiency due to a lack of quantitative measurement of job function. The MMIS can provide job function profiles that identify the range of tasks that are performed in a variety of positions. Curricula can be designed from these profiles in order to prepare workers for the job and to assist workers in improving job performance and gaining advancement.

The second level of training is concerned with updating work performance since policies change and new programs are legislatively mandated. A comprehensive training strategy is needed in order to accommodate such operational adjustments by staff. No such strategy exists. Compounding the problem is the inability to anticipate the net impact on staff and the related change in tasks performed. The comprehensive manpower data can enhance such predictions and place the pending change in a behavioral context that answers the worker's frequently heard exasperated lament: "How does this affect my job?"

The third level of training related to developing staff has profound importance in terms of enhancing the career mobility potential for the worker through skill training and increasing the ability of the agency to provide quality services. Employees have come to expect agency cooperation in the development of skills that will enable them to advance in the agency. Frustrated ambition results in termination or indifference to the job. Most workers need to grow in their jobs, to have the chance to develop their abilities and increase their responsibilities.

The agency is regularly faced with staffing decisions. There are a variety of questions that impinge on the decision of whether or not to recruit from within the agency. Unless there is an effort to develop a pool of skilled manpower, internal recruitment may lead to promoting incompetence. A progressive training and internship policy could lead to a maximum utilization of available staff. This requires an understanding of the functional relationships between jobs at various levels and the performance expectations at each level. Training must be constituted on the basis of objectives that are functionally related to performance. The MMIS can provide, in conjunction with the Task Bank, the data necessary for designing a developmental training capability relevant to organizational needs. With extensive task data it is entirely possible to design training based on actual job functions, thus preparing staff for the job they will perform.

The Human Service Task Bank can also be used for pre-service training by colleges and universities. Task based training is the essence of competency based curriculum design. As agencies are able to articulate their personnel needs in terms of staff knowledge and skills, graduates will be more appropriately prepared to serve the clients of human service agencies.

II.

TASKS: THE BASIC ELFMENTS OF THE HUMAN SERVICE TASK BANK

The technical aspects of the computerized Manpower Management Information System are discussed in the first volume of this Report. Generally, the task descriptions and accompanying scales correspond with the technology of Functional Job Analysis (FJA). FJA is described in publications of the W.E. Upjohn Institute for Employment Research and serves as the foundation for the definition and analysis of task descriptions.[1] Two additional scales were developed, consequence of error and level of difficulty, which are described in this section along with the classification of tasks according to such component designations as action verb, primary object, substantive area, and work aids.

1. REPRESENTATIVE TASK DESCRIPTIONS (RTDs)

RTDs are similar in nature to tasks derived in Functional Job Analysis. According to FJA, "A task is an action or action sequence grouped through time designed to contribute a specified end result to the accomplishment of an objective and for which functional levels and orientation can be reliably assigned."[2] The major elements of a task description are: 1) the action the worker is expected to perform, 2) the object of the action, and 3) the result expected of the worker action.

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[1] Sidney A. Fine and Wretha W. Wiley, An Introduction to Functional Job Analysis: A Scaling of Selected Tasks from the Social Welfare Field, Methods for Manpower Analysis, No. 4, September, 1971 (Kalamazoo, Michigan: W.E. Upjohn Institute for Employment Research); and Sidney A. Fine, Ann Holt and Margaret F. Hutchinson, Functional Job Analysis: How to Standardize Task Statements, Methods for Manpower Analysis, No. 9, October, 1974. (Kalamazoo, Michigan. W.E. Upjohn Institute for Employment Research).

[2] Fine and Wiley, page 9.

The subject of an RTD is always understood to be "the worker". In a clear task statement or RTD, the tools, equipment or work aids should be either explicitly stated or strongly implied (e.g. telephone, typewriter, pencil/paper, dictaphone, mauals, and forms). Finally, the task statement or RTD should reflect the nature and source of the instructions the worker receives. It should indicate the degree to which the task is prescribed by a superior and what is left to the worker's discretion or choice.

The language and style of task statements varies from task writer to task writer and, therefore, a standardized format was developed for RTDs. Taking RTD-181 as an example, the standardized format will be discussed in terms of the components of a task description.

#181 - "Reviews case with consumer, evaluating present status (or progress), discussing situation when appropriate, using telephone, office or home visit, in order to recommend continued (or appropriate) treatment."

A. Primary Action Verb/Object Sequence - An action verb (reviews) is stated and takes a direct object (case).

B. Indirect Objects - Indirect objects are persons (consumers or colleagues) for whom the RTD is being performed. The indirect object, when present, serves to orient the reader to situational aspects of the RTD.

C. Secondary Action Verb/Object Sequence - Since RTDs consist of an "action sequence", actions of secondary importance are usually grammatically stated in the gerund verb form (ing) and each gerund will have a direct object (e.g., evaluating status and discussing situation). "Evaluating" and "discussing" are the secondary verbs, and "status" and "situation" are the respective direct objects of the secondary verbs.

D. Work Aids - On occasion the work aids or equipment are stated in the RTD. When stated, the gerund form of the verb use (using) leads off the phrase (e.g. using telephone, making office or home visit). The work aids phrase can precede or follow the secondary verb/object sequence, but always follows the primary verb/object sequence.

E. In Order To - Separating the action from the expected result is the phrase "in order to". This phrase occurs in every RTD.

F. Expected Result of Action Verb/Object Sequence - An action verb along with its object is always stated with respect to the outcome of a task (e.g. recommend treatment).

G. Modifiers - Frequently modifiers are used in RTDs (e.g. "present", "or progress", "when appropriate", "continued" and "or appropriate") to modify or further explain the verb/object sequences in the RTD. Adverbial phrases and synonyms are often used as modifiers.

In summary, three sets of verb/objects are used in the RTDs: (1) Primary action verb, (2) secondary action verbs usually in the form of a gerund, and (3) verbs used to modify the output component of the task. The word "using" usually relates to special work aids needed to complete the task. The phrase "in order to" separates the action from the results. Frequently modifiers are used to clarify the RTDs.

2. TASK STATEMENT INFORMATION

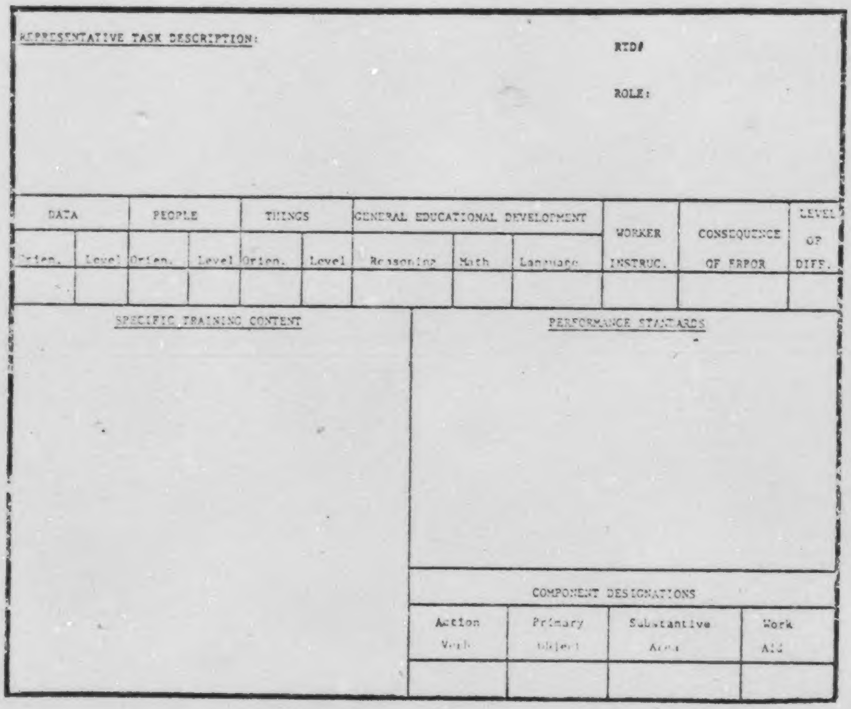
Every RTD is analyzed for specific characteristics and attributes that are designed to produce information useful for trainers and personnel planners. All of this information is entered on a task sheet (see Figure 1).

The following information is found on the task sheet:

1) RTD number
2) Role
3) Representative Task Description

4) Scales
    a) Data (Orientation/Level)
    b) People (Orientation/Level)
    c) Things (Orientation/Level)
    d) General Education Development (reasoning, math, language)
    e) Worker Instruction
    f) Consequence of Error
    g) Level of Difficulty
5) Specific Training Content[1]
6) Performance Standards
7) Component Designations

Figure 1:



REPRESENTATIVE TASK DESCRIPTION:

RTD#

ROLE:

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid

---

[1] Training content is not actually tied to the individual task but to clusters of similar or related tasks (i.e., substantive areas). This will be discussed fully later in this section.

The technical aspects of how the task bank and the role model were derived as part of a Manpower Management Information System (MMIS) are described in Volume I of this final report. The following description includes the definition of each item on the task sheets.

RTD #: There is a three digit number assigned to each RTD. The numbers run from 001 to 358. The number is a sequential identification code for locating and referring to specific RTDs.

Role: The "role" refers to the framework in which all RTDs are organized and classified. Five functions and eleven roles constitute this framework and the following functions and roles are defined in Appendix A:

Function	Role
Linkage (2 roles)	Brokering
	Client Advocating
Mobilization (2 roles)	Activating
	Systems Advocating
Counseling (2 roles)	Counseling
	Consulting
Treatment (2 roles)	Rehabilitating
	Care Giving
Administration (3 roles)	Client Programming
	Systems Researching
	Administrating

Scales: A. The FJA Worker Function Scales (Data, People, Things)

This set of scales analyzes the task on the basis of its orientation to Data (cognitive), People (interpersonal) and Things (physical) requirements, and concomitantly, the complexity level of the function in each area. Orientation refers to the extent of the task's involvement in each of the functional areas. Level refers to a component of an ordinal scale and the specific scales are included in Appendix B. The minimum percentage orientation given in this study to any function is 5%.

1) Data Function Scale: The scale is concerned with task attributes in terms of dealing with information, ideas, facts, and statistics. The range of functions covers six levels, from Comparing (selecting, sorting, or arranging data items according to a prescribed routine) at Level 1 to Synthesizing (conceives, intuits, explores relationships, and integrates selected theories and techniques) at Level 6.

2) People Function Scale: Interaction between people is primarily communication. It may be verbal or nonverbal. Interpersonal interaction is complex due to the heavy load that the message carries. The notion of level is less certain in this function since both simple and complex interaction between people requires varying degrees of discretion. The People scale has seven levels, ranging from Taking Instructions-Helping (attends to work assignment, instructions, requests) at Level 1, to mentoring (advises/counsels individuals having problems with their life adjustment) at Level 7.

3) Things Function Scale: This scale means literally the physical interaction with tangibles, including such items as pencils, telephones, forms, vehicles, office equipment, tools, and machinery. A high orientation to Things is characteristic of only a few tasks and it is generally low for the majority of the human service tasks in this bank. There are only three levels in this scale. They are: Level 1, Handling (simple manipulation of objects); Level 2, Operating-Controlling (typing, operating xerox machine); and Level 3, Precision Working (preparing quality visual aids, setting broken bones).

B. Scale of Worker Instructions

The Functional Job Analysis Scale of Worker Instructions measures the proportions of prescription and discretion in task performance. It is an ordinal scale (with a range of 1 to 8) in which the lower levels of the scale involve tasks with a high degree of prescription while the higher levels represent attributes of tasks which require a greater degree of discretion in performance.

C. The FJA General Education Development (GED) Scales

These scales are concerned with the education and experience required to perform the tasks that make up a job. Educational requirements in relation to jobs refer primarily to the minimum educational attainment needed to perform that job. This is not the number of years of formal education but the level of reasoning, language, and mathematical skills the individual needs to perform the task, regardless of where or how they were acquired.

The GED scale is comprised of three independent scales:

- The Reasoning Development scale is concerned with the ability to deal with varying levels of abstraction. It is a six-level scale ranging from the ability to follow simple instructions at Level 1 to the ability to deal with theoretical concepts at Level 6.

- The Mathematical Development scale is concerned with knowledge and ability to deal with mathematical problems and operations. It is a five-level scale ranging from simple addition and subtraction at Level 1 to knowledge of advanced statistical and mathematical concepts at Level 6.

- The Language Development scale is concerned with knowledge and ability to deal with oral or written materials. It is a six-level scale that ranges from a semi-literate degree of functioning (ability to understand oral instructions, sign name, read simple data) at Level 1, to the ability to comprehend technical data, write technical reports at Level 6.

D. The Consequence of Error Scale

The Consequence of Error scale was developed specifically for this research project in order to identify the relative consequences of the incorrect performance of a task. It is a five-level ordinal scale but differs from the FJA scales in that the levels are not defined. Level 1 is the lowest consequence of error and 5 is the highest.

An obvious use of this scale is that it enables the trainer to prioritize tasks that have relatively high consequences of error for specialized training content.

E. The Level of Difficulty Scale

The Difficulty scale is also new and was developed in order to provide a relative measure of the degree of difficulty in performing a given task effectively. It is a five-level ordinal scale but also differs from the FJA scales in that the levels are not defined. Level 1 represents the least degree of difficulty and Level 5 the greatest degree of difficulty.

Difficulty values are of particular usefulness to the trainer/curriculum designer in defining the sequencing of curriculum content to achieve a specified level of task proficiency. They could also be useful as an input to job design, training and experience specifications, and deployment.

Descriptive Task Characteristics:

In addition to the already noted scale values, three descriptive characteristics of tasks were identified: (A) task component designations, (B) functional knowledge and skill components, and (C) performance standards. Data in these areas is particularly useful for the staff trainer.

A. Task Component Designations

The task component designations were developed to assist trainers with the development of training materials according to one or more of the following components of a task:

1. Action Verb
2. Primary Object
3. Substantive Area
4. Work Aid

The Component Designations can be sorted by hand or machine and a code book is included in Appendix C. The code book for the component designations could be of considerable value to a person interested in identifying task descriptions using one or more of the following characteristics:

Action Verb: The action verb is the first word in the task description. If a trainer were interested in locating all the tasks using the action verb "receives" he would turn to the component designation code book to determine the code number for "receives" and simply flip through the task bank to identify task sheets with the numeric code for "recieves" in the action verb section of the Component Designations.

Primary Object: The primary object could be the client population, case records, or other colleagues. The code book would be consulted under the primary object section and the desired object characteristic(s) would be identified with their corresponding numeric code. Then the trainer would flip through the task bank to identify task descriptions with the desired object characteristics in order to develop specialized training content.

Substantive Area: The substantive area component is probably the most valuable component to the trainer since it has been used to classify the RTDs according to the role relationship and to provide the basis for the functional knowledge and skill categories. The substantive area components are listed in Figure 2 along with the sequence of RTD numbers which designate the task descriptions in each substantive area.

Figure 2

ROLE	SUBSTANTIVE AREAS	RTD SEQUENCE
01= Broker	01= Arranging consumer services	001-013
02= Consumer Advocating	01= Pleading/advocating for individual consumer's interests	014-015
03= Activating	01= Developing resources and support for consumers and social services	016-021
04= Systems Advocating	01= Generating support for service system change, adjustment, modification	022
05= Counseling	01= Guiding and advising consumers	023-039
	02= Coaching and training consumers	040-065
06= Consulting	01= Training staff and lay people	066-080
	02= Exchanging knowledge and advice with colleagues	081-084
07= Rehabilitating	01= Providing behavior treatment (therapy) to dysfunctioning consumers	085-094
08= Care Giving	01= Regulating consumer activities	095-106
	02= Providing medical assistance and physical/medical treatment for consumers	107-116
	03= Providing daily living care for consumers	117-149
09= Client Programming	01= Collecting and recording consumer information	150-172
	02= Planning and authorizing consumer services	173-187
	03= Evaluating and processing consumer information	188-201
10= Systems Researching	01= Collecting, organizing and reporting operational information	202-216

Figure 2 (con't)

ROLE	SUBSTANTIVE AREAS	RTD SEQUENCE
11= Administrating	01= Coordinating administrative matters	217-243
	02= Planning administrative activities	244-254
	03= Managing the personnel process	255-287
	04= Managing and monitoring operational procedures	288-314
	05= Carrying out support activities	315-358

Work Aids: Occasionally, work aids or tools are specified in the task description. The trainer would use this component much like the action verb or primary object components. The code book would be consulted under the work aids section and then the trainer would flip through the task bank to identify task descriptions which contained the desired work aids for the purpose of developing specialized training materials.

B. Functional Knowledge and Skill Categories

Training content is of critical importance to the trainer. Functional knowledge and skills are listed, by substantive area (see Figure 2), as part of the objective of identifying generic training content for groups of tasks.[1] For example, if the trainer were interested in designing a training program or needs assessment instrument around the provision of daily care to service consumers, he would look up Substantive Area #03 within the Care Giving role. Therefore, the 0803 Substantive Area containing the RTD numbers 117-149 would come under consideration. Functional knowledge and skill categories are already assigned to the 32 tasks in this Substantive Area. The designated knowledge and skills for all of the Substantive Areas are printed in the task bank section of this manual in front of the RTDs in each Substantive Area.

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[1] The work on knowledge and skills discussed in Harold McPheeters and Robert Ryan, *A Core of Competence for Baccalaureate Social Welfare* (Atlanta: Southern Regional Education Board, 1971), was modified for use with the task statements in each Substantive Area.

A complete listing of all functional knowledge and skill categories is contained in Appendix D and is intended to be used in the initial phase of curriculum development.

Specific knowledge and skill requirements are not listed according to individual tasks, because this kind of training content is usually program or situation specific and generally results in training content which lacks transferability. Functional training content provides the foundation upon which specific training content is built, since functional knowledge and skills are neither program nor client specific and thus retain a large measure of transferability.

C. Performance Standards

No performance standards are listed as part of the task bank. Similar to the reasons for not specifying specific training content, performance standards are program and often client population specific. Since the task descriptions were functionally derived from a number of programs and specific program and client population characteristics were intentionally obscured in writing the task descriptions, the performance standards need to be developed by administrators, supervisors, and employees in specific program areas. The process of Management By Objectives is considered to be of value in setting performance standards.[1] For example, a supervisor and supervisee can develop performance criteria which represent an employer-employee contract geared to organizational needs and employee abilities.

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[1] George L. Morrisey, Management By Objectives And Results (Reading, Massachusetts: Addison-Wesley, 1970).

III.

USING THE HUMAN SERVICE TASK BANK FOR CURRICULUM DESIGN

This section will focus on the process of developing training content from task data. The scale values for the tasks are invaluable for designing training content. The resourceful staff trainer should be able to add to the task bank those tasks that are currently reflected in specific agency work and thereby help to expand the capabilities of workers and improve agency effectiveness.

1. THE ROLE PROFILE

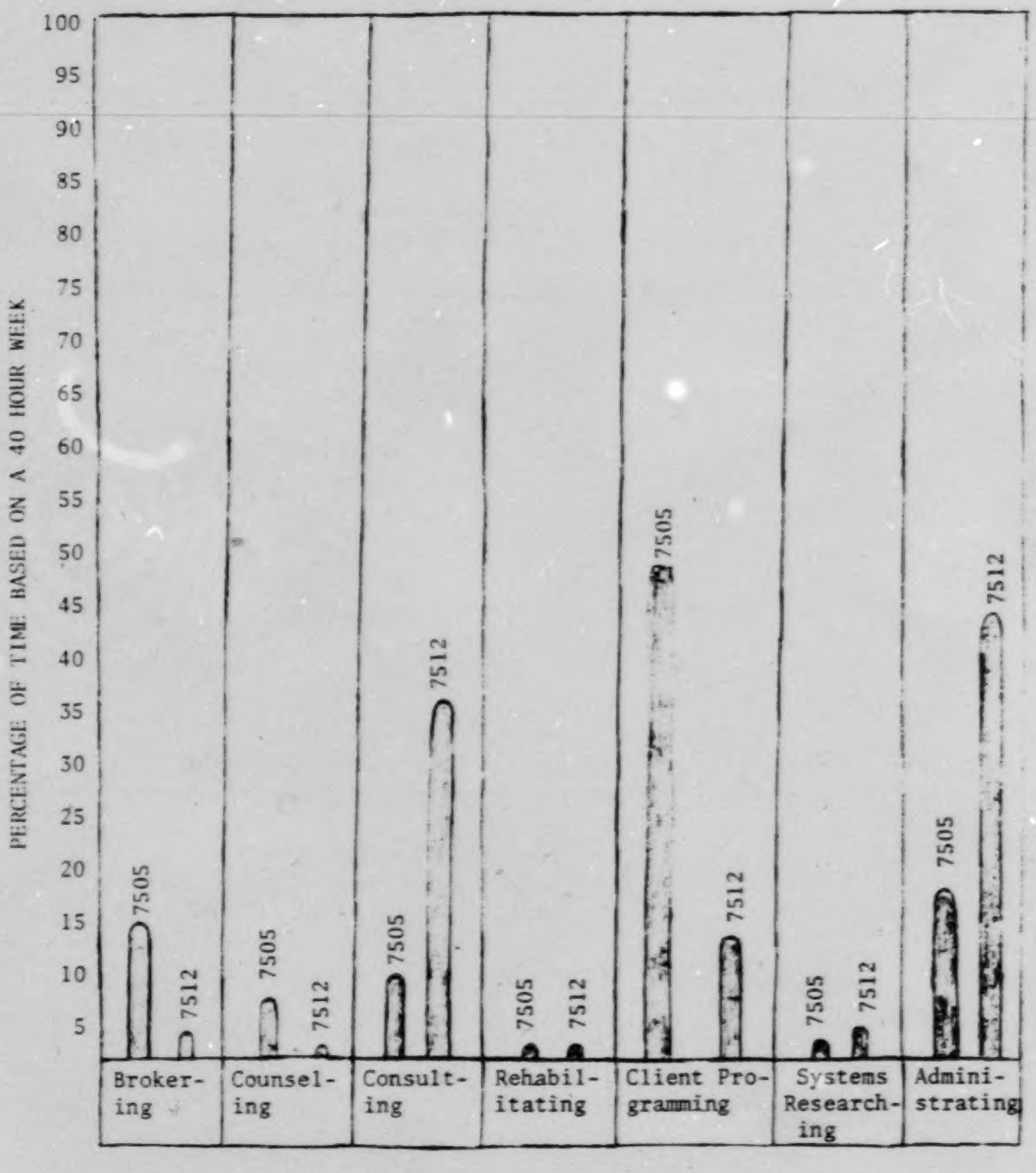
Role profiles represent one approach to curriculum design. These profiles are aggregate percentages of time expended in each of the eleven human service roles. The profiles provide the trainer with a quick picture of "what is being done". The question of "what should be done" is fundamental but cannot be answered with this data. Such questions must be dealt with by the organization. When decisions are made to change the task/role mix of a job, the trainer can use the new task/role configuration to develop a specialized training program.

In the following example (see Figure 3) we have compared two class profiles from the same program area (Child Welfare-Protective Services). The 7505 job classification is a direct service worker and the 7512 is a unit supervisor, usually supervising four to eight 7505s. On the basis of role profiles you can see the major differences between the two classifications.

The profile dissimilarities are predictable and expected. The similarities are small, but interesting. Both job classifications include the same number of roles (seven), indicating possibly the commonality of organization objectives.

Figure 3

ROLE PROFILES FOR A DIRECT SERVICE WORKER (7505) AND UNIT SUPERVISOR (7512)



In two roles job activity in terms of % of time was nearly identical (Rehabilitating and Systems Researching) while in the other five roles the percentages of time are quite different. These similarities and differences provide a basis for designing specialized training programs, but it is important to note that this is a general indicator that training content for 7512s should concentrate on consultation and administration and content for 7505s on brokering and client programming.

2. THE TASK PROFILE

In order to demonstrate only part of the process of training content development, a single role will be used. For actual training content development it is necessary to analyze the tasks in each role. The Consulting role is used as an example in Figure 4.

Figure 4

SELECTED TASKS FOR CONSULTING ROLE PERFORMED BY DIRECT SERVICE WORKERS AND SUPERVISORS

RTD	PERCENTAGE OF TIME	
	7505	7512
071	-	1.48
075	-	1.61
081	5.67	1.70
082	.08	18.37
083	.59	3.31
084	-	3.26

A comparison of tasks shows that the 7512 class is more involved with Consulting tasks than the 7505 class. In only one task do they share a significant level of performance (RTD 081). The scale values for each task provide further clarification of the task attributes. These values are noted on the corresponding numbered task descriptions in the task bank section of this volume.

3. DEFINING TRAINING CONTENT

The next step in analyzing tasks in order to develop training content is the identification of relevant functional knowledge and skill components. The functional knowledge and skill categories necessary for task performance were developed for each substantive area and not for individual tasks. The trainer has the responsibility for identifying those categories appropriate for any given task or set of tasks within the Substantive Area of consulting. For example, the categories of interest for RTD #081 are:

Knowledge

108.1 - Knowledge of one's own abilities, personality, values, needs and motivations (the ability to assume an objective posture)

110.1 - Knowledge of state, local, and federal laws and actions specific to social welfare

111.1 - Knowledge of components of learning (knowledge, skills, values)

Skills

203.4 - Skill in dealing with other professionals in various role relationships

206.3 -Skill in teaching other staff persons

208.1 - Skill in consulting with colleagues about individuals and problems (establishing role of consultant, clarifying problem, helping consultee arrive at solutions)

211.3 - Skill in organizing information into logical and clear reports for both written and oral presentation (includes reports of clinical information about individuals and information about programs or community problems)

217.4 - Skill in organizational communications

Using the complete outline of knowledge and skill elements in Appendix D, the trainer will be able to select the content necessary for the performance of relevant tasks and for the training needs of workers. The functional knowledge and skill components will need to be adapted to both the needs of workers and the service needs of the agency.

For a variety of reasons the staff trainer may need to locate all tasks that share a certain characteristic in order to develop specialized training content. The component designations are designed to provide alternative entry points into the task bank to meet special needs. For example, if there were a need to locate all tasks that relate to Counseling consumers, the trainer would look in Appendix C under the list of action verbs for the appropriate number that is used in conjunction with the appropriate object code for consumers and thereby retrieve all relevant tasks. Similar task selection could also be made on the basis of output or even work aids.

The design of training content from task descriptions has only emerged in recent years as a new approach to training. Much experimentation is needed in order to develop specific techniques for converting the relevant aspects of human service work into viable training content. Similarly, further attention is needed in the area of task development so that new tasks may be reflected in training content which takes into account the job activity which should be carried out in addition to the tasks currently being performed.

For those trainers who are particularly interested in learning more about the use of task descriptions for the design of training content, we refer you to the pioneering work of Christina Gullion and Eleanor Gilpatrick, The Design of Curriculum Guidelines for Educational Ladders Using Task Data - Working Paper No. 11, July, 1973 (Health Services Mobility Study, 346 Broadway, Room 714, New York, New York, 10013).

APPENDICES

APPENDIX A

FIVE FUNCTIONS AND ELEVEN ROLES OF HUMAN SERVICE WORK

1. LINKAGE

Helping potential consumers attain appropriate human services. The primary objective of linkage is a confluence between the consumer and an appropriate source of help for the problems indicated. Linkage may take the form of simple communication via advertising or a formal information and referral source; enabling people to utilize human service resources by helping them negotiate the system; or advocating the rights of the potential consumer who is being denied service.

A. BROKERING

The major thrust of brokering is facilitating the actual physical connection between the individual or individuals with a problem and services which have the potential for resolving or reducing the problem. It is the ability to help the potential consumer of services to finesse the service delivery system which may be relatively unaccommodating at times. Some manipulation may be involved in preparing the potential consumer and/or the potential provider for a positive contact. The relationship assumes a standard procedure or a negotiable situation and may include some discussing or bargaining to reach agreement.

B. CLIENT (CONSUMER) ADVOCATING

The major thrust of client advocating is the successful linking of a rejected consumer with appropriate services. The "client advocate" literally stands in the place of a consumer to bring about a change in the stance of the rejecting organization in favor of the person involved. This is a confronting relationship; and usually, a formal appeal based on legal or human rights is presented to accountable authorities.

2. MOBILIZATION

Working to fill the gaps within the service delivery system by developing or creating resources, i.e. programs, services, organizations. The primary objective of mobilization is the adaption of services to meet current needs. Mobilization includes humanizing services for existing consumers; bringing services to potential consumer groups or classes by changing inequitable or discriminatory practices, regulations, policies, and/or laws; or creating new human service resources, services or programs.

A. ACTIVATING

The major thrust of activating is the development of new human service resources to meet changing social needs. Activating may involve working to define and communicate specific community needs to providing the catalyst for the formation of self-help fellowships. Definition of problem, motivation of interest groups, and consensus of opinion which lead to organized solutions of community problems are objectives of the activator.

B. SYSTEMS ADVOCATING

The major thrust of systems advocacy is changing or adjusting the framework of the service delivery system to accomodate individuals who would otherwise be rejected or denied. Systems advocating may involve making a case or proposal, rebuttal is expected, and preconceived change in practices, rules, regulations, policies or laws is the desired outcome. Prevention and treatment as well as rehabilitative measures are the turf of systems advocating.

3. COUNSELING

Short term coaching, counseling, teaching, consulting in a problem focused framework. The primary objectives are to convey and impart information or knowledge and develop various kinds of skills either to the individual or group. Counseling includes both direct service and consultive activities.

A. COUNSELING

The major thrust of the counseling is to teach, counsel, coach or support consumers in a short-term problem-focused situation. The counselor/counselee relationship is usually therapeutic in nature and improved understanding, improved skills, or increased skill levels is expected. A consensus concerning the problem and desired outcome in these situations is usually agreed upon in the initial stages of contact. Although contact is usually initiated by the counselee, it is not uncommon for the counselor to initiate the contact.

B. CONSULTING

The major thrust of consulting is in the colleague or organizational setting: Consulting may involve case conferences to receive or supply relevant information, or consultation may be utilized as an instructive technique. Usually, problems regarding knowledge deficiencies are determined or expressed, and the consultant offers instruction, discussion or alternatives which the consultee(s) is free to accept or reject; however, it is not unusual for consultants to reach into the communal domain of the consultee to offer new or previously unused information, material or methods.

4. TREATMENT

Longer term, disability focused support, therapy or control on an ongoing basis. The primary objectives are increased status of functioning or humane care. Treatment includes consideration for physically, mentally or socially handicapped individuals.

A. REHABILITATING

The major thrust of rehabilitating is to provide extended disability-focused therapy to dysfunctioning human service consumers. Rehabilitation may involve a variety of therapeutic methodologies. The objectives of rehabilitation are increasing functional levels, and the goal of treatment is independence and the expectation of continued independence.

B. CARE GIVING

The major thrust of care giving is to extend maintenance and/or control to handicapped or maladapted individuals. Care giving involves a consideration for the consumers which will, at the very least, do the individual no physical or emotional harm. These physically, mentally and/or socially deprived persons are usually controlled or maintained with a reasonable expectation of therapeutic episodes or treatment developments being implemented to decrease their dependency.

5. ADMINISTRATION

The collection of data and the processing of the information leading to decision making or monitoring at either the consumer or system levels. The primary objective is data generated as the foundation for reasonable decisions. Administration includes information management for both monitoring and planning purposes.

A. CLIENT (CONSUMER) PROGRAMMING

The major thrust is to plan for client services. Client programming involves data collecting and processing for the purpose of making decisions regarding case disposition. It ranges from simple case data gathering and individual program planning to follow-up.

B. SYSTEMS RESEARCHING

The major thrust is to collect and process data relevant to particular areas of programmatical or organizational concern. Systems researching involves research for the purpose of making decisions and taking action. It ranges from gathering information and preparing statistical reports of program activity to program evaluation and sophisticated research.

C. ADMINISTRATING

The major thrust is decision making at all organizational levels and in all organizational contexts. Administrating involves decisions concerning program management, personnel supervision, budgeting, fiscal operations, and facilities management. Also, policy development, program implementation and organizational decision making are involved in the administrating context.

APPENDIX B

FUNCTIONAL JOB ANALYSIS SCALES[*]

Data Function Scale

The arabic numbers assigned to definitions represent the successive levels of this ordinal scale. The A, B, and C definitions are variations on the same level. There is no ordinal difference between A, B, and C definitions on a given level.

LEVEL	DEFINITION
1	COMPARING Selects, sorts, or arranges data, people, or things, judging whether their readily observable functional, structural, or compositional characteristics are similar to or different from prescribed standards.
2	COPYING Transcribes, enters, and/or posts data, following a schema or plan to assemble or make things and using a variety of work aids.
3A	COMPUTING Performs arithmetic operations and makes reports and/or carries out a prescribed action in relation to them.
3B	COMPILING Gathers, collates, or classifies information about data, people, or things, following a schema or system but using discretion in application.
4	ANALYZING Examines and evaluates data (about things, data, or people) with reference to the criteria, standards, and/or requirements of a particular discipline, art, technique, or craft to determine interaction effects (consequences) and to consider alternatives.
5A	INNOVATING Modifies, alters, and/or adapts existing designs, procedures, or methods to meet unique specifications, unusual conditions, or specific standards of effectiveness within the overall framework of operating theories, principles, and/or organizational contexts.

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[*] Fine and Wiley, pp. 32-76.

LEVEL	DEFINITION
5B	COORDINATING Decides time, place, and sequence of operations of a process, system, or organization, and/or the need for revision of goals, policies (boundary conditions), or procedures on the basis of analysis of data and of performance review of pertinent objectives and requirements. Includes overseeing and/or executing decisions and/or reporting on events.
6	SYNTHESIZING Takes off in new directions on the basis of personal intuitions, feelings, and ideas (with or without regard for tradition, experience, and existing parameters) to conceive new approaches to or statements of problems and the development of system, operational, or aesthetic "solutions" or "resolutions" of them, typically outside of existing theoretical, stylistic, or organizational context.

People Function Scale

The arabic numbers assigned to definitions represent the successive levels of this ordinal scale. The A, B, and C definitions are variations on the same level. There is no ordinal difference between A, B, and C definitions on a given level.

LEVEL	DEFINITION
1A	TAKING INSTRUCTIONS - HELPING Attends to the work assignment, instructions, or orders of supervisor. No immediate response or verbal exchange is required unless clarification of instruction is needed.
1B	SERVING Attends to the needs or requests of people or animals, or to the expressed or implicit wishes of people. Immediate response is involved.
2	EXCHANGING INFORMATION Talks to, converses with, and/or signals people to convey or obtain information, or to clarify and work out details of an assignment within the framework of well-established procedures.
3A	COACHING Befriends and encourages individuals on a personal, caring basis by approximating a peer or family-type relationship either in a

LEVEL	DEFINITION
3A (cont.)	one-to-one or small group situation; gives instruction, advice, and personal assistance concerning activities of daily living, the use of various institutional services, and participation in groups.
3B	PERSUADING Influences others in favor of a product, service, or point of view by talks or demonstrations.
3C	DIVERTING Amuses to entertain or distract individuals and/or audiences or to lighten a situation.
4A	CONSULTING Serves as a source of technical information and gives such information or provides ideas to define, clarify, enlarge upon, or sharpen procedures, capabilities, or product specifications (e.g., informs individuals/families about details of working out objectives such as adoption, school selection, and vocational rehabilitation; assists them in working out plans and guides implementation of plans).
4B	INSTRUCTING Teaches subject matter to others or trains others, including animals, through explanation, demonstration, and test.
4C	TREATING Acts on or interacts with individuals or small groups of people or animals who need help (as in sickness) to carry out specialized therapeutic or adjustment procedures. Systematically observes results of treatment within the framework of total personal behavior because unique individual reactions to prescriptions (chemical, physical, or behavioral) may not fall within the range of prediction. Motivates, supports, and instructs individuals to accept or cooperate with therapeutic adjustment procedures when necessary.
5	SUPERVISING Determines and/or interprets work procedure for a group of workers; assigns specific duties to them (delineating prescribed and discretionary content); maintains harmonious relations among them; evaluates performance (both prescribed and discretionary) and promotes efficiency and other organizational values; makes decisions on procedural and technical levels.

LEVEL	DEFINITION
6	NEGOTIATING Bargains and discusses on a formal basis as a representative of one side of a transaction for advantages in resources, rights, privileges, and/or contractual obligation, "giving and taking" within the limits provided by authority or within the framework of the perceived requirements and integrity of a program.
7	MENTORING Works with individuals having problems affecting their life anjustment in order to advise, counsel, and/or guide them according to legal, scientific, clinical, spiritual, and/or other professional principles. Advises clients on implications on analyses of diagnoses made of problems, courses of action open to deal with them, and merits of one strategy over another.

Things Function Scale

The arabic numbers assigned to definitions represent the successive levels of this ordinal scale. The A, B, and C definitions are variations on the same level. There is no ordinal difference between A, B, and C definitions on a given level.

LEVEL	DEFINITION
1A	HANDLING Works (cuts, shapes, assembles, etc.), digs, moves, or carries objects or materials where objects, materials, tools, etc., are one or few in number and are the primary involvement of the worker. Precision requirements are relatively gross. Includes the use of dollies, handtrucks, and the like. (Use this rating for situations involving casual use of tangibles.)
1B	FFEDING-OFFBEARING Inserts, throws, dumps, or places materials into, or removes them from, machines or equipment which are automatic or tended/operated by other workers. Precision requirements are built in, largely out of control of worker.
1C	TENDING Starts, stops, and monitors the functioning of machines and equipment set up by other workers where the precision of output depends on keeping one to several controls in adjustment, in response to automatic signals according to specifications. Includes all machine situations where there is no significant setup or change of setup, where cycles are very short, alternatives to

LEVEL	DEFINITION
1C (cont.)	nonstandard performance are few, and adjustments are highly prescribed. (Includes electrostatic and wet-copying machines and PBX switchboards.)
	MANIPULATING
2A	Works (cuts, shapes, assembles, etc.), digs, moves, guides, or places objects or materials where objects, tools, controls, etc., are several in number. Precision requirements range from gross to fine. Includes waiting on tables and the use of ordinary portable power tools with interchangeable parts and ordinary tools around the home, such as kitchen and garden tools.
	OPERATING-CONTROLLING
2B	Starts, stops, controls, and adjusts a machine or equipment designed to fabricate and/or process data, people, or things. The worker may be involved in activating the machine, as in typing or turning wood, or the involvement may occur primarily at startup and stop as with a semiautomatic machine. Operating a machine involves readying and adjusting the machine and/or material as work progresses. Controlling equipment involves monitoring gauges, dials, etc., and turning valves and other devices to control such items as temperature, pressure, flow of liquids, speed of pumps, and reactions of materials. Includes the operation of typewriters, mimeograph machines, and other office equipment where readying or adjusting the machine requires more than cursory demonstration and checkout. (This rating is to be used only for operations of one machine or one unit of equipment.)
	DRIVING-CONTROLLING
2C	Starts, stops, and controls the actions of machines for which a course must be steered or guided in order to fabricate, process, and/or move things or people. Actions regulating controls require continuous attention and readiness of response. (Use this rating if use of vehicle is required in job, even if job is concerned with people or data primarily.)
	PRECISION WORKING
3A	Works, moves, guides, or places objects or materials according to standard practical procedures where the number of objects, materials, tools, etc., embraces an entire craft and accuracy expected is within final finished tolerances established for the craft. (Use this rating where work primarily involves manual or power handtools.)

LEVEL	DEFINITION
	SETTING UP
3B	Installs machines or equipment; inserts tools; alters jigs, fixtures, and attachments; and/or repairs machines or equipment to ready and/or restore them to their proper functioning according to job order or blueprint specifications. Involves primary responsibility for accuracy. May involve one or a number of machines for other workers or for worker's own operation.

Scale of Worker Instruction

LEVEL	DEFINITION
1	Inputs, outputs, tools, equipment, and procedures are all specified. Almost everything the worker needs to know is contained in his assignment. He is supposed to turn out a specified amount of work or a standard number of units per hour or day.
2	Inputs, outputs, tools, and equipment are all specified, but the worker has some leeway in the procedures and methods he can use to get the job done. Almost all the information he needs is in his assignment. His production is measured on a daily or weekly basis.
3	Inputs and outputs are specified, but the worker has considerable freedom as to procedures and timing, including the use of tools and equipment. He has to refer to several standard sources for information (handbooks, catalogs, wall charts). Time to complete a particular product or service is specified, but this varies up to several hours.
4	Output (product or service) is specified in the assignment, which may be in the form of a memorandum or of a schematic (sketch or blueprint). The worker must work out his own ways of getting the job done, including selection of tools and equipment, sequence of operations (tasks), and obtaining important information (handbooks, etc.). He may either carry out work himself or set up standards and procedures for others.
5	Same as (4) above, but in addition the worker is expected to know and employ theory so that he understands the whys and wherefores of the various options that are available for dealing with a problem and can independently select from among them. He may have to do some reading in the professional and/or trade literature in order to gain this understanding.

LEVEL	DEFINITION
6	Various possible outputs are described that can meet stated technical or administrative needs. The worker must investigate the various possible outputs and evaluate them in regard to performance characteristics and input demands. This usually requires his creative use of theory well beyond referring to standard sources. There is no specification of inputs, methods, sequences, sources, or the like.
7	There is some question as to what the need or problem really is or what directions should be pursued in dealing with it. In order to define it, to control and explore the behavior of the variables, and to formulate possible outputs and their performance characteristics, the worker must consult largely unspecified sources of information and devise investigations, surveys, or data analysis studies.
8	Information and/or direction comes to the worker in terms of needs (tactical, organizational, strategic, financial). He must call for staff reports and recommendations concerning methods of dealing with them. He coordinates both organizational and technical data in order to make decisions and determinations regarding courses of action (outputs) for major sections (divisions, groups) of his organization.

Scales of General Educational Development*
Reasoning Development Scale

The Reasoning Development Scale is concerned with knowledge and ability to deal with theory versus practice, abstract versus concrete, and many versus few variables.

LEVEL	DEFINITION
1	. Have the common sense understanding to carry out simple one- or two-step instructions in the context of highly standardized situations. . Recognize unacceptable variations from the standard and take emergency action to reject inputs or stop operations.
2	. Have the common sense understanding to carry out detailed but uninvolved written or oral instructions. . Deal with problems involving a few concrete variables in or from standardized situations.

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* These scales have been modified and adapted by Sidney A. Fine from a table of "General Educational Development" in third edition, Dictionary of Occupational Titles, Vol.II (Washington: 1965), p. 652.

LEVEL	DEFINITION
3	. Have the common sense understanding to carry out instructions furnished in written, oral, or diagrammatic form. . Deal with problems involving several concrete variables in or from standardized situations.
4	. Have knowledge of a system or interrelated procedures, such as bookkeeping, internal combustion engines, electric wiring systems, nursing, farm management, ship sailing, or machining. . Apply principles to solve practical, everyday problems and deal with a variety of concrete variables in situations where only limited standardization exists. . Interpret a variety of instructions furnished in written, oral, diagrammatic, or schedule form.
5	. Have knowledge of a field of study (engineering, literature, history, business administration) having immediate applicability to the affairs of the world. . Define problems, collect data, establish facts, and draw valid conclusions. . Interpret an extensive variety of technical material in books, manuals, texts, etc. . Deal with some abstract but mostly concrete variables.
6	. Have knowledge of a field of study of the highest abstractive order (e.g., mathematics, physics, chemistry, logic, philosophy, art criticism). . Deal with nonverbal symbols in formulas, equations, or graphs. . Understand the most difficult classes of concepts. . Deal with a large number of variables and determine a specific course of action (e.g., research, production) on the basis of need.

Mathematical Development Scale

The Mathematical Development Scale is concerned with knowledge and ability to deal with mathematical problems and operations from counting and simple addition to higher mathematics.

LEVEL	DEFINITION
1	. Counting to simple addition and subtraction; reading, copying, and/or recording of figures.
2	. Use arithmetic to add, subtract, multiply, and divide whole numbers.
3	. Make arithmetic calculations involving fractions, decimals, and percentages.

LEVEL	DEFINITION
4	. Perform ordinary arithmetic, algebraic, and geometric procedures in standard practical applications.
5-6	. Have knowledge of advanced mathematical and statistical techniques such as differential and integral calculus, factor analysis, and probability determination. . Work with a wide variety of theoretical mathematical concepts. . Make original applications of mathematical procedures, as in empirical and differential equations.

Language Development Scale

The Language Development Scale is concerned with knowledge and ability to deal with oral or written language materials from simple instructions to complex sources of information and ideas.

LEVEL	DEFINITION
1	. Cannot read or write but can follow simple oral, "pointing-out" instructions. . Sign name and understand ordinary, routine agreements when explained, such as those relevant to leasing a house; employment (hours, wages, etc.); procuring a driver's license. . Read lists, addresses, safety warnings.
2	. Read comic books, "true confession" or "mystery" type magazines (short sentences; simple, concrete vocabulary; words that avoid complex Latin derivations). . Converse with service personnel (waiters, ushers, cashiers). . Copy verbal records precisely without error. . Keep taxi driver's trip record.
3	. Read material on level of the *Reader's Digest* and straight news reporting in popular "mass" newspapers. . Comprehend ordinary newscasting (uninvolved sentences and vocabulary with focus on events rather than on their analysis). . Copy verbal material from one record to another, catching gross errors in grammar. . Fill in report forms, such as Medicare forms, employment applications, and card form for income tax. . Conduct house-to-house surveys to obtain common census-type information or market data, such as preferences for commercial products in everyday use.

LEVEL	DEFINITION
4	. Have language ability to take and transcribe dictation, make appointments, and sort, route, and file the mail according to subject. . Write routine business correspondence reflecting standard procedures. . Interview job applicants to determine work best suited for their abilities and experience; contact employers to interest them in services of agency. . Understand technical manuals and verbal instructions, as well as drawings and specifications, associated with practicing a craft. . Guide people on tours through historical or public buildings, tell relevant anecdotes, etc. . Conduct opinion research surveys involving stratified samples of the population.
5	. Write instructions for assembly of prefabricated parts into units. . Write instructions and specifications concerning proper use of machinery. . Write copy for advertising. . Report news for the newspapers, radio, or TV. . Prepare and deliver lectures for audiences that seek information about the arts, sciences, and humanities in an informal way. . Report, write, or edit articles for magazines which, while popular, are of a highly literate nature (e.g., New Yorker, Saturday Review, Scientific American).
6	. Report, write, or edit articles for technical and scientific journals or journals of advanced literary criticism (e.g., Journal of Educational Sociology, Science, Physical Review, Daedalus). . Prepare and draw up deeds, leases, wills, mortgages, and contracts. . Prepare and deliver lectures on politics, economics, education, or science to specialized students and/or professional societies. . Comprehend and apply technical engineering data for designing buildings and bridges. . Comprehend and discuss literary works of a highly symbolic nature, such as works in logic and philosophy (e.g., Kant, Whitehead, Russell).

APPENDIX C

RTD COMPONENT DESIGNATIONS

ACTION VERB COMPONENTS

0100 AGGREGATION

0101 Assembles
0102 Collects
0103 Completes
0104 Counts
0105 Drafts
0106 Inventories
0107 Measures
0108 Prepares
0109 Purchases
0110 Records
0111 Reports
0112 Writes

0200 ARBITRATION

0201 Computes
0202 Estimates
0203 Intervenes
0204 Mediates
0205 Negotiates
0206 Promotes
0207 Sells

0300 COMMUNICATION

0301 Answers
0302 Attends
0303 Confers
0304 Consults
0305 Discusses
0306 Informs
0307 Interviews
0308 Meets
0309 Questions
0310 Request
0311 Surveys
0312 Talks

0400 COYPING

0401 Duplicates
0402 Lists
0403 Posts
0404 Registers
0405 Transcribes

0500 DEVELOPMENT

0501 Calculates
0502 Composes
0503 Edits
0504 Formulates
0505 Interprets
0506 Plans

0600 HELPING

0601 Assists
0602 Attends
0603 Bathes
0604 Brushes
0605 Changes
0606 Cleans
0607 Cuts
0608 Dresses
0609 Escorts
0610 Feeds
0611 Participates
0612 Provides
0613 Receives
0614 Serves
0615 Shampoos
0616 Shaves
0617 Showers
0618 Supplies
0619 Treats
0620 Turns
0621 Waits upon
6022 Wakes

0700 MANIPULATION

0701 Pulls
0702 Repairs
0703 Restrains
0704 Sanitizes

0700 MANIPULATION (cont.)

0705	Types
0706	Washes

0800 MONITORING

0801	Analyzes
0802	Checks
0803	Determines
0804	Evaluates
0805	Examines
0806	Identifies
0807	Inspects
0808	Investigates
0809	Monitors
0810	Observes
0811	Patrols
0812	Profreads
0813	Reads
0814	Reviews
0815	Studies
0816	Tests
0817	Verifies

0900 ORGANIZATION

0901	Arranges
0902	Files
0903	Grades
0904	Screens
0905	Searches
0906	Sorts

1000 PROCESSING

1001	Carries
1002	Issues
1003	Relays
1004	Routes
1005	Secures
1006	Transports

1100 SUPERVISOR

1101	Administers
1102	Authorizes
1103	Conducts
1104	Delegates
1105	Deploys
1106	Develops
1107	Executes
1108	Manages
1109	Orders
1110	Oversees
1111	Rates
1112	Regulates
1113	Schedules
1114	Signs
1115	Supervises

1200 TEACHING

1201	Advises
1202	Coaches
1203	Consults
1204	Counsels
1205	Describes
1206	Explains
1207	Teaches
1208	Trains
1209	Tutors

APPENDIX C (continued)

OBJECT COMPONENTS

1000 RTD OBJECTS PRIMARILY INVOLVING INFORMATION PROCESSING

1100 PAPER WORK REQUIRING JUDGMENT/PROFESSIONAL KNOWLEDGE

- Analyzes -
  - 1101 data
- Arranges -
  - 1102 facility tour
- Authorizes -
  - 1103 services
- Composes -
  - 1104 case plan
- Computes -
  - 1105 statistical information
- Develops -
  - 1106 case history
  - 1107 treatment plan
- Drafts -
  - 1108 consumer report
  - 1109 employee report
  - 1110 operational report
  - 1111 policy, objective or procedural statements
  - 1112 report on consumers' home
- Edits -
  - 1113 computer input/output data
  - 1114 newsletter
- Estimates -
  - 1115 value of donated goods
- Evaluates -
  - 1116 diagnostic test results
  - 1117 results of training session
  - 1118 written referrals
- Examines -
  - 1119 incoming paper work
- Formulates -
  - 1120 presentation
- Grades -
  - 1121 trainee test papers
  - 1122 written work
- Plans -
  - 1123 new service program
  - 1124 physical plant development
  - 1125 PR episode
  - 1126 service episode
  - 1127 training lessons
  - 1128 training program

APPENDIX C (continued)

OBJECT COMPONENTS (cont.)

1000 RTD OBJECTS PRIMARILY INVOLVING INFORMATION PROCESSING (cont.)

1100 PAPER WORK REQUIRING JUDGMENT/PROFESSIONAL KNOWLEDGE (cont.)

- Rates -
  - 1129 employee performance
- Reviews -
  - 1130 budget
  - 1131 case files
  - 1132 case information
  - 1133 case records
  - 1134 computer printout data
  - 1135 employee case record assignments
  - 1136 employee performance evaluations
  - 1137 grant proposal
  - 1138 log
  - 1139 minutes
  - 1140 unit paper work
- Schedules -
  - 1141 working hours
- Studies -
  - 1142 completed job applications
  - 1143 personnel record
  - 1144 professional literature

1200 PAPERWORK REQUIRING BASIC KNOWLEDGE/SKILLS (OJT)

- Arranges -
  - 1201 personal work schedule
- Calculates -
  - 1202 employee information
- Collects -
  - 1203 operational information
- Completes -
  - 1204 questionnaire
- Composes -
  - 1205 overpayment report
- Drafts -
  - 1206 appointment paperwork
  - 1207 letter (memo)
  - 1208 minutes
  - 1209 orders for money
  - 1210 referral forms

OBJECT COMPONENTS (cont.)

1000 RTD OBJECTS PRIMARILY INVOLVING INFORMATION PROCESSING (cont.)

1200 PAPERWORK REQUIRING BASIC KNOWLEDGE/SKILLS (OJT) (cont.)

- Lists -
  - 1211 drug supplies
  - 1212 services provided
  - 1213 work activities
- Orders -
  - 1214 supplies
- Posts -
  - 1215 financial ledger entries
  - 1216 routine administrative information
- Proofreads -
  - 1217 personally-drafted, case-related paperwork
- Prepares -
  - 1218 ID cards or badges
- Reads -
  - 1219 classified advertisements
- Records -
  - 1220 case information
  - 1221 client related information
  - 1222 distribution of medication
  - 1223 employee attendance
  - 1224 employee information
  - 1225 events
  - 1226 personal travel
- Registers -
  - 1227 consumer information
- Screens -
  - 1228 case files
- Signs -
  - 1229 duty log
  - 1230 employee vouchers
  - 1231 paperwork
  - 1232 performance evaluation
  - 1233 purchase orders
- Transcribes -
  - 1234 mileage
  - 1235 prescriptions
  - 1236 written material
- Verifies -
  - 1237 expenditures
- Writes -
  - 1238 letters
  - 1239 service payment vouchers

OBJECT COMPONENTS (cont.)

1000 RTD OBJECTS PRIMARILY INVOLVING INFORMATION PROCESSING (cont.)

1300 RTD OBJECTS PRIMARILY INVOLVING UNWRITTEN STATUS INFORMATION

Checks -
  1301 security posts
Evaluates -
  1302 status of ongoing program
Inspects -
  1303 facility
  1304 guard dogs
Monitors -
  1305 facility activity

2000 RTD OBJECTS PRIMARILY INVOLVING PEOPLE

2100 COLLEAGUE

2101 administrator
2102 agency representative
2103 colleague (s)
2104 employee (s)
2105 job applicant
2106 legislator
2107 personnel
2108 professional medical practitioner
2109 service representative
2110 service system colleague
2111 staff member (s)
2112 subordinate (s)
2113 superior
2114 supervisor
2115 trainee (s)

2200 COLLATERAL

2201 collateral (s)
2202 donar
2203 employer
2204 foster home applicant
2205 landlord
2206 lay individual (s)
2207 provider
2208 specific population
2209 vendor
2210 visitor (s)

OBJECT COMPONENTS (cont.)

2000 RTD OBJECTS PRIMARILY INVOLVING PEOPLE

2300 CLIENTELE

2301 consumer applicant
2302 consumer (s)
2303 consumer group
2304 family
2305 group meeting
2306 parent
2307 person(s)
2308 relation of consumer
2309 target group
2310 target population
2311 telephone inquiries
2312 trainee (s)
2313 visitor (s)

3000 RTD OBJECTS PRIMARILY INVOLVING THINGS

3100 OTHER PEOPLE ARE USUALLY INVOLVED

Attends -
  3101 training session
Brushes -
  3102 consumers' teeth
Changes -
  3103 soiled diapers
Checks -
  3104 packages
  3105 weapons
Cuts -
  3106 fingernails
Provides -
  3107 elimination treatment
Purchases -
  3108 refreshments
  3109 supplies
Regulates -
  3110 supply of personal items
Sells -
  3111 meal tickets
Shampoos -
  3112 Consumer's hair
Treats -
  3113 lesions

APPENDIX C (continued)

OBJECT COMPONENTS (cont.)

3000 RTD OBJECTS PRIMARILY INVOLVING THINGS (cont.)

3200 OTHER PEOPLE ARE USUALLY NOT INVOLVED

- Assembles -
  - 3201 work supplies
- Carries -
  - 3202 medications order
- Changes -
  - 3203 bed linens
- Cleans -
  - 3204 facility
  - 3205 tracheotomy tubes
- Collects -
  - 3206 money
  - 3207 reports
- Counts -
  - 3208 drug supply
  - 3209 money
- Determines -
  - 3210 distribution of incoming mail
- Files -
  - 3211 records
- Inspects -
  - 3212 area
- Inventories -
  - 3213 supplies
- Observes -
  - 3214 area
- Patrols
  - 3215 specific area
- Prepares -
  - 3216 bath area
  - 3217 meal
- Pulls -
  - 3218 records from file
- Receives -
  - 3219 donated articles
  - 3220 supplies
- Relays -
  - 3221 mail to and from post office
- Repairs -
  - 3222 items
- Sanitizes -
  - 3223 medical equipment
- Secures -
  - 3224 area

OBJECT COMPONENTS (cont.)

3000 RTD OBJECTS PRIMARILY INVOLVING THINGS (cont.)

3200 OTHER PEOPLE ARE USUALLY NOT INVOLVED (cont.)

- Sorts -
  - 3225 items
  - 3226 soiled clothing
- Supplies -
  - 3227 materials
  - 3228 medications
- Tests -
  - 3229 specimens
- Trains -
  - 3230 dogs
- Transports -
  - 3231 items
- Treats -
  - 3232 lesions
- Types -
  - 3233 Proof copy
- Washes -
  - 3234 laundry

SUBSTANTIVE AREA COMPONENTS

FUNCTION=LINKAGE

ROLE	SUBSTANTIVE AREAS*	RTD SEQUENCE
01= Broker	01= Arranging consumer services	001-013
02= Consumer Advocating	01- Pleading/advocating for individual consumer's interests..............	014-015

FUNCTION=MOBILIZATION

ROLE	SUBSTANTIVE AREAS	RTD SEQUENCE
03= Activating	01= Developing resources and support for consumers and social services	016-021

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*Note: Code numbers for Substantive Areas correspond with the Role ID# plus the Substantive Area ID# (e.g., for 0101) the first 01 refers to the role of Broker and the second 01 refers to the Substantive area "arranging consumer services".

FUNCTION=MOBILIZATION (cont.)

ROLE	SUBSTANTIVE AREAS	RTD SEQUENCE
04= Systems Advocating	01= Generating support for service system change, adjustment, modification..	022

FUNCTION=COUNSELING

ROLE	SUBSTANTIVE AREAS	RTD SEQUENCE
05= Counseling	01= Guiding and advising consumers	023-039
	02= Coaching and training consumers.................	040-065
06= Consulting	01= Training staff and lay people...................	066-080
	02= Exchanging knowledge and advice with colleagues...	081-084

FUNCTION=TREATMENT

ROLE	SUBSTANTIVE AREAS	RTD SEQUENCE
07= Rehabilitating	01= Providing behavior treatment (therapy) to dysfunctioning consumers........	085-094
08= Care Giving	01= Regulating consumer activities...............	095-106
	02= Providing medical assistance and physical/medical treatment for consumers..	107-116
	03= Providing daily living care for consumers.......	117-149

FUNCTION=ADMINISTRATION

ROLE	SUBSTANTIVE AREAS	RTD SEQUENCE
09= Client Programming	01= Collecting and recording consumer information.	150-172
	02= Planning and authorizing consumer services....	173-187
	03= Evaluating and processing consumer infromation.	188-201

FUNCTION=ADMINISTRATION (cont.)

ROLE	SUBSTANTIVE AREAS	RTD SEQUENCE
10= Systems Researching	01= Collecting, organizing...	202-216
11= Administrating	01= Coordinating administrative matters............	217-243
	02= Planning administrative activities	244-254
	03= Managing the personnel process.................	255-287
	04= Managing and monitoring operational procedures...	288-314
	05= Carrying out support activities..............	315-358

WORK AID COMPONENTS

10 CONSUMER DATA

- 11 Case records
- 12 Consumer charts
- 13 Test papers

20 CONSUMER CARE EQUIPMENT

- 21 Bath tub/shower
- 22 Hair brush
- 23 Nail clippers
- 24 Physical restraints
- 25 Shaving equipment/supplies
- 26 Toilet
- 27 Tooth brushs/paste

30 LIBRARY MATERIALS

- 31 Clock/calendar
- 32 Films (projector)
- 33 Learning programs
- 34 Money/coins
- 35 Newspaper
- 36 Reading materials
- 37 Visual aids

40 MEDICAL EQUIPMENT

- 41 Enema bag
- 42 Measuring devices (blood pressure, weight, etc.)
- 43 Sterilization paraphenalia
- 44 Feeding Tubes

50 OFFICE EQUIPMENT

- 51 Adding machine (abacus)
- 52 Dictation equipment
- 53 Duplication equipment
- 54 Telephone
- 55 Typewriter

60 ORGANIZATIONAL DATA

- 61 Feedbach (tape, quiz, verbal)
- 62 Log book
- 63 Population reports
- 64 Resource lists

APPENDIX C (continued)

WORKAID COMPONENTS (cont.)

70 SUPPLIES AND EXPENDABLES

71 Bathing paraphenalia
72 First aid/surgical supplies
73 Forms/applications
74 Writing implements

80 WORK AIDS/EQUIPMENT

81 Food service equipment
82 Household cleaning equipment
83 Laundry bags
84 Recreational equipment (games toys, TV, etc.)
85 Token rewards
86 Tools (simple craft or industrial)
87 Vehicle (public or private)

APPENDIX D

FUNCTIONAL KNOWLEDGE AND SKILL CATEGORIES
FOR TASK (RTD) SUBSTANTIVE AREAS

100 KNOWLEDGE CATEGORIES

101 KNOWLEDGE OF SOCIOLOGICAL THEORY AND CONCEPTS

101.1 Knowledge of concepts of role, class, culture, disengagement.

101.2 Knowledge of concepts of family and kinship systems.

101.3 Knowledge of concepts of social systems, social institutions and social control.

101.4 Knowledge of concepts of organizational behavior (how the agency works).

101.5 Knowledge of concepts of social learning and social interaction.

101.6 Knowledge of concepts of group dynamics and group process.

101.7 Knowledge of concepts of special group behaviors, e.g. professions, communities, minorities, the disadvantaged.

101.8 Knowledge of the implications of lack of provision of services for consumers.

102 KNOWLEDGE OF THE HUMAN SERVICE FIELD

102.1 Knowledge of the history and scope of the field and theories underlying various programs (prevention, rehabilitation, income maintenance).

102.2 Knowledge of a range of specific agencies -- their legal, fiscal and administrative structures, their client groups, eligibility requirements, systems of serving, scope of activities and settings.

102.3 Knowledge of the roles and functions of specialized community resource persons (clergymen, school counselors, marriage counselors, nurses, doctors and lawyers).

102.4 Knowledge of emerging social welfare trends (pending changes, new organizational and delivery models).

102.5 Knowledge of community (town, county, city) structure and process (industry, business, politics, government, public administration, health and welfare agencies).

102.6 Knowledge of social indicators of community process and problems.

102.7 Knowledge of the major professions (social work, law, teaching, psychology, psychiatry, public health, rehabilitation, etc.).

103 KNOWLEDGE OF PERSONALITY THEORY AND FUNCTIONS

103.1 Knowledge of concepts of personality growth and development from infancy to maturity to old age.

103.2 Knowledge of the common personality theories (i.e., the unconscious, common psychoanalytic concepts, ego psychology, learning theory, etc.).

103.3 Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsiveness, authoritarianism).

104 KNOWLEDGE OF ABNORMAL PSYCHOLOGY

104.1 Knowledge of the behavior descriptions, developmental patterns and basic psychodynamics of the major psychoses, neuroses, personality disorders and psychosomatic disorders.

104.2 Knowledge of the psychopathological conditions affecting children, adolescents, young and middle life adults and the aged.

104.3 Knowledge of the behaviors, etiology and dynamics of special problems such as mental retardation, sex problems, and alcohol and drug abuse.

105 KNOWLEDGE OF THE CONCEPTUAL BASIS FOR VARIOUS MODELS OF INTERVENTION

105.1 Knowledge of the concepts and theoretical basis of treatment, prevention, rehabilitation, support, limited disability, and social competence.

105.2 Knowledge of the status of functioning versus pathology.

105.3 Knowledge of the concepts of positive social functioning, anticipatory guidance, and intervention.

106 KNOWLEDGE OF METHODS OF INTERVENTION

106.1 Knowledge of physical methods such as medications (tranquilizers, anticonvulsants) or hospital care.

106.2 Knowledge of the principles of counseling and case work.

106.3 Knowledge of group treatment methods.

106.4 Knowledge of educational methods (teaching, coaching, behavior modification, etc.).

106.5 Knowledge of behavioral models, therapeutic use of self, group process, group organization and directed social groups.

106.6 Knowledge of community intervention, consultation, community planning, public education, legislative and public administrative process.

107 KNOWLEDGE OF DATA GATHERING TECHNIQUES AND EVALUATION PROCEDURES

107.1 Knowledge of the purposes of data and records (archival, legal, communications, program planning and evaluation, social history, including issues of confidentiality).

107 KNOWLEDGE OF DATA GATHERING TECHNIQUES AND EVALUATION PROCEDURES (cont.)

107.2 Knowledge of special studies (uses and implications).

107.3 Knowledge of simple questionnaires and community surveys and how to design and use them.

107.4 Knowledge of impact versus process data and relating data to goals and objectives.

107.5 Knowledge of data monitoring and processing techniques (uses of indices, card files, simple statistical concepts, etc.).

107.6 Knowledge of how to analyze and interpret information and data.

108 KNOWLEDGE OF SELF

108.1 Knowledge of one's own abilities, personality, values, needs and motivations (the ability to assume an objective posture).

108.2 Knowledge and acceptance of one's limitations, hang-ups, reaction patterns.

109 KNOWLEDGE OF HUMAN DEVELOPMENT AND FUNCTIONING

109.1 Knowledge of normal physiology, endocrinology and drives.

109.2 Knowledge of human sexual development and behavior.

110 KNOWLEDGE OF CONTEMPORARY EVENTS, ISSUES AND PROBLEMS RELEVANT TO SOCIAL WELFARE

110.1 Knowledge of state, local, and federal laws and actions specific to social welfare.

110.2 Knowledge of regulations, court decisions and administrative issues and actions related to the human service field.

110.3 Knowledge of relevant educational and professional issues.

110.4 Knowledge of social action movements.

111 KNOWLEDGE OF LEARNING THEORY AND INSTRUCTIONAL METHODS

111.1 Knowledge of components of learning (knowledge, skills, values).

111.2 Knowledge of learning theory, reinforcement and motivation.

111.3 Knowledge of experiential learning methods.

111.4 Knowledge of available learning resources (local community colleges, technical schools, extension services).

112 KNOWLEDGE OF PUBLIC INFORMATION AND THE MEDIA

112.1 Knowledge of what is of public interest, elements of news, human interest approaches.

112.2 Knowledge of how the major media work (newspapers, radio, television, contact points and persons).

200 SKILL CATEGORIES

201 SKILL IN INTERVIEWING NORMAL AND DISABLED PERSONS

201.1 Skill in talking comfortably, productively and effectively with a wide range of advantaged and disadvantaged persons.

201.2 Skill in listening, obtaining information, understanding the feeling tones of what people say.

201.3 Skill in giving and interpreting information and appropriately responding to the feeling, tones and reactions of people.

201.4 Skill in sensing the impact of one's self on others and responding appropriately.

201.5 Skill in determining areas in which one cannot relate.

202 SKILL IN OBSERVING AND RECORDING

202.1 Skill in observing behavior, and social and physical characteristics of people and settings.

202.2 Skill in using ordinary forms to record observations and other information.

202.3 Skill in recording observations and interview data in a simple, descriptive style.

202.4 Skill in recording subjective evaluations of an interview, activity or document.

203 SKILLS IN INTERPERSONAL RELATIONS

203.1 Skill in establishing a supportive, helping relationship with a consumer.

203.2 Skill in establishing rapport and trust (credibility).

203.3 Skill in helping a person interpret his expectations realistically.

203.4 Skill in dealing with other professionals in various role relationships.

203.5 Skill in relating to other levels of workers in consulting relationships.

204 SKILL IN WORKING WITH GROUPS

204.1 Skill in organizing, developing and leading groups.

204.2 Skill in group counseling (giving information, exploring alternatives, teaching) to effect behavioral change.

204.3 Skill in group work.

204.4 Skill in group therapy and family counseling.

205 SKILL IN BEHAVIOR CHANGING AND PROMOTING INDIVIDUAL GROWTH

205.1 Skill in coaching for new behavior patterns (persuading, practicing, supporting).

205.2 Skill in counseling persons to behavior adjustment patterns (helping to explore alternatives, asking questions, etc.).

205.3 Skill in applying treatment modalities (casework, psychotherapy, behavior modification, etc.).

205.4 Skill in judging ability of individuals to cope for themselves and supporting them to do so.

205.5 Skill in helping persons to overcome stigmas and resistances.

206 SKILL IN INSTRUCTIONAL METHODS

206.1 Skill in teaching living skills and knowledge to individuals (budgeting, home management, grooming, etc.).

206.2 Skill in teaching small groups. (This includes use of reinforcement, common visual aids, simulations and other instructional skills.)

206.3 Skill in teaching other staff persons.

206.4 Skill in providing anticipatory guidance to persons to help them avoid or minimize stresses and disability.

207 SKILL IN THE EXERCISE OF AUTHORITY

207.1 Skill in being honest and firm and yet supportive when exercising control functions.

208 SKILL IN CONSULTATION

208.1 Skill in consulting with colleagues about individuals and problems (establishing role of consultant, clarifying the problem, helping the consultee to arrive at solutions).

208.2 Skill in informal consultation (helping workers and agencies become aware of and deal with problems).

208.3 Skill in using consultation and technical assistance.

209 SKILL IN COMMUNITY PROCESS

209.1 Skill in establishing and using coalitions and transitory federations of community persons and groups.

209.2 Skill in participating as a member of a board or committee, using rules of order.

209.3 Skill in activating community resources on behalf of persons or programs, manipulating policies and procedures, identifying key leaders and control groups.

209 SKILL IN COMMUNITY PROCESS (cont.)

209.4 Skill in personal negotiation and protocol with persons and agencies.

210 SKILL IN SOCIAL WELFARE PROBLEM SOLVING

210.1 Skill in using a critical approach in evaluating the problems of a family or individual, setting an action plan after considering alternatives, implementing action and evaluating the results.

210.2 Skill in critically evaluating the problems of a group, agency or community, weighing alternatives and consequences, setting a plan, implementing action and evaluating the results.

211 SKILL IN GATHERING AND USING DATA

211.1 Skill in determining what data is needed, gathering service data, analyzing, abstracting and using such data.

211.2 Skill in gathering statistical service data, organizing it into records or tables, analyzing it and abstracting it as needed for program planning and evaluation.

211.3 Skill in organizing information into logical and clear reports for both written and oral presentation. (This includes both reports of clinical information about individuals and information about programs or community problems.)

211.4 Skill in varying reports appropriately for professionals or lay persons.

211.5 Skill in writing program proposals and grant requests.

212 SKILL IN UTILIZING COMMUNITY RESOURCES

212.1 Skill in working with agency representatives to mobilize their services on behalf of consumers.

212.2 Skill in bargaining and negotiating (redefining problems, persuading, knowing and quoting laws, rules, regulations, keeping the person from giving a firm "no", identifying and using self interests of groups and individuals).

212.3 Skill in mobilizing community resources to serve groups and classes of persons, e.g. the aged, the retarded.

212.4 Skill in mobilizing community opinion and support.

213 SKILL IN ADVOCACY

213.1 Skill in obtaining exceptions to rules, policies, practices for individuals (pleading, persuading, redefining the problem, being responsibly aggressive, and threatening if necessary).

213.2 Skill in bringing about changes in policies and procedures to obtain services for persons and client groups who would otherwise be excluded.

APPENDIX D (continued)

213 SKILL IN ADVOCACY (cont.)

213.3 Skill in using legal processes.

213.4 Skill in political and public administrative process (effecting policy, writing to and talking to political leaders, developing and modifying rules and regulations, testifying in committees and hearings).

213.5 Skill in productive confrontation.

214 SKILL IN FIRST LEVEL PHYSICAL DIAGNOSIS

214.1 Skill in recognizing and evaluating the signs and symptoms of common illness (heart disease, diabetes, cancer, epilepsy, arthritis, drug abuse, delirium tremens, etc.).

214.2 Skill in making appropriate referrals or counseling individuals and families when signs or symptoms present themselves. (This involves avoiding inappropriate and unnecessary referrals.)

215 SKILLS IN DAILY LIVING

215.1 Skill in ordinary social adaptive functions, e.g. grooming, sense of time, sense of responsibility. (This implies that the worker should have the competence to provide a role model for individuals.)

215.2 Skill in some of the more common special living functions (personal budgeting, home management, diet management, etc.).

216 SKILL IN ADMINISTRATION

216.1 Skill in determining goals and objectives.

216.2 Skill in creating and modifying organizations.

216.3 Skill in budget and resource management.

216.4 Skill in working with consumers in service planning and program development.

217 SKILL IN MANAGEMENT

217.1 Skill in directing people.

217.2 Skill in supervising and developing staff (not just monitoring).

217.3 Skill in evaluating and enhancing performance.

217.4 Skill in organizational communications.

217.5 Skill in leadership (creative and divergent thinking, implementing action, anticipating the future).

217.6 Skill in staffing and personnel management.

217.7 Skill in coordinating work.

217 SKILL IN MANAGEMENT (cont.)

217.8 Skill in performing routine clerical duties.

217.9 Skill in leaving on-the-job functions.

218 SKILL IN STATISTICAL RESEARCH AND EVALUATION

218.1 Skill in deciding what data are needed and appropriate data gathering techniques.

218.2 Skill in data gathering, reduction, analysis and interpretation.

APPENDIX E

OUTLINE FOR DELIVERING HUMAN SERVICES:
AN INTRODUCTORY PROGRAMMED TEXT

UNIT I: WORKING IN THE HUMAN SERVICES

CHAPTER 1: An Overview of the Human Services

- Lesson 1: The Human Service Consumer
- Lesson 2: Human Service Systems

CHAPTER 2: The World of Human Service Work

- Lesson 1: The Human Service Work Organization
- Lesson 2: The Human Service Worker
- Lesson 3: Communication in the World of Human Service Work
- Lesson 4: Human Service Work

UNIT II: GETTING SERVICES TO PEOPLE IN NEED

CHAPTER 3: Brokering

- Lesson 1: Identifying Community Resource Systems
- Lesson 2: Giving Information and Referring
- Lesson 3: Reaching Out to Individuals in Your Community

CHAPTER 4: Advocating

- Lesson 1: Techniques of Advocating
- Lesson 2: Basic Rights of Human Service Consumers

CHAPTER 5: Mobilizing

- Lesson 1: Identifying Unmet Community Needs and Taking Action
- Lesson 2: Mobilizing in Your Community

UNIT III: COUNSELING AND TREATING HUMAN SERVICE CONSUMERS

CHAPTER 6: Counseling

- Lesson 1: Helping Skills
- Lesson 2: Building Helping Relationships
- Lesson 3: Coaching Human Service Consumers

CHAPTER 7: Behavior Changing

Lesson 1: What is Behavior Changing and Who Needs It?
Lesson 2: The Behavior Changing Technique of Parenting
Lesson 3: The Behavior Changing Technique of Reality Therapy
Lesson 4: The Behavior Changing Technique of Behavior Modification

CHAPTER 8: Consulting

Lesson 1: The Meaning and Components of Consulting
Lesson 2: Receiving Help From A Consultant
Lesson 3: You As The Consultant

UNIT IV: WORKING WITH CONSUMERS AND OTHER WORKERS TO MANAGE SERVICES

CHAPTER 9: Information Collecting

Lesson 1: Collecting Consumer Information:
An Introduction to Interviewing
Lesson 2: Updating Consumer Information:
The Process of Observation and Description

CHAPTER 10: Information Managing

Lesson 1: Recording Skills
Lesson 2: Reporting Skills
Lesson 3: The Case Conference

CHAPTER 11: Administrating

Lesson 1: Using Supervision
Lesson 2: Purposes of Supervision

APPENDIX F

OUTLINE FOR THE HUMAN SERVICE SUPERVISOR:

A BASIC TRAINING MANUAL

UNIT I: THE SUPERVISOR AND THE ORGANIZATION

Chapter 1: The Supervisor: Between Line Worker and Management
This chapter introduces the supervisor as the first line of management control and the labor force's link to administration. Half labor, half management, the supervisor is the protector of workers' rights and the overseer of production. The concept of the "supervisory bind" is considered.

Chapter 2: The Supervisor as Consultant
This chapter defines the supervisor's role as consultant to unit members. The phases of consultation and the problems of separating consultation duties from supervisory authority and other supervisory roles and responsibilities are also discussed.

Chapter 3: Management By Objectives: Concept and Practice
This chapter serves to introduce the concept of MBO, both as a management concept and a methodology. Use of MBO is discussed in terms of the major administrative areas of planning, organizing, staffing, directing and controlling.

UNIT II: ARRANGING AND RELATING WORK

Chapter 1: Task and Job Design
This chapter considers the task as the basic unit of work, Basic concepts of task analysis are related to analyzing work. The uses of task analysis are discussed in deriving personnel qualifications, levels of training, differential levels of staff, job enlargement, job rotation and job enrichment.

Chapter 2: Human Service Case Management
This chapter discusses case assessment, case assignment, case planning, and case review as the supervisor is concerned. Case conferences, peer group supervision, and team staffing are considered as alternatives to traditional review and work assignment approaches.

Chapter 3: Work and Special Project Management
PERT and GANTT charting are illustrated. Charting is presented as a useful management technique for coordinating and controlling special projects. Goal-oriented social services and MBO concepts are related to charting techniques.

Chapter 4: Coordination Through Communication
Written, verbal and non-verbal communications are considered. The place of formal and informal communications in the organization is examined. Cultural differences are discussed as frequent obstacles to communication/coordination.

Chapter 5: Supervisory Practice and Motivation
Personality influence and supervisory style are considered as they effect the management process. The supervisory practices of management, evaluation and education are discussed. Motivational factors, leadership styles, and human needs concepts are introduced.

UNIT III: PERFORMANCE STANDARDS, INDIVIDUAL PERFORMANCE, AND EMPLOYEE DIFFERENCES

Chapter 1: Developing and Using Performance Standards
This chapter explores supervisory power which relates to authority, mediation, hiring, firing, promotion, knowledge and influence. Standards with regard to work objectives and individual responsibility are central to this chapter.

Chapter 2: Performance Appraisal
This chapter covers the purpose and problems of the appraisal process, clearly stating the expected results in organizational and employee terms. The major methods of evaluation are reviewed on a step-by-step basis.

Chapter 3: Discipline, Employee Rights, Grievances
This chapter is concerned with the supervisor's responsibility to maintain compliance with rules and regulation and how this can be effectively accomplished without exacerbating the situation. This is set in the context of understanding the employee's rights, including the right to a redress of grievances.

Chapter 4: Recognizing and Utilizing Differences in Staff
This chapter deals with cultural and personality differences in staff. How those differences can be used to advantage, strategies for dealing with conflict and resolving differences are major topics.

Chapter 5: Delegating Work to Human Service Workers
This chapter provides an overview of delegation from both the supervisor's and the employee's points of view. Principles of delegation are discussed relative to the reluctance of supervisors to delegate and the frequent reluctance of subordinates to accept delegated responsibilities. Timing, authority, and accountability are central topics of the chapter.

Chapter 6: Using Management Information Systems
This chapter discusses the sources and uses of management information from the perspective of the supervisor. Formalized

MIS sources are considered as well as other sources of readily obtainable data that can be utilized.

UNIT IV: TRAINING FOR RESULTS

Chapter 1: Analyzing and Assessing Training Needs

Assessing individual worker and group training needs is the central topic of the chapter. Linking worker needs with organizational goals and objectives, and the critical phases of staff development are discussed.

Chapter 2: Worker Orientation

This chapter discusses the basic purposes of orientation: communicating information regarding the organization and an understanding of the job functions and responsibilities. The supervisor is assisted in identifying the functional and adaptive skills necessary for competent worker performance.

Chapter 3: Policy Articulation: Training Staff to Keep Their Knowledge Base Current

This chapter emphasizes the dynamic nature of the human service agency and the central role the supervisor plays in its adaption to everchanging policies and procedures. A model for successful implementation of change is also presented.

Chapter 4: Development of Staff and Training Design

This chapter explores the adult learning process and the steps in the process of providing training, from defining appropriate content to evaluating the results.

APPENDIX G

THE FLORIDA HUMAN SERVICE
TASK BANK

ROLE: Broker

SUBSTANTIVE AREA
COMPONENT #: 0101

SUBSTANTIVE AREA COMPONENT:
Arranging consumer services

RTD# SEQUENCE:
001-013

FUNCTIONAL KNOWLEDGE AND SKILL CATEGORIES

KNOWLEDGE CATEGORIES

101.3
101.4
101.7
101.8
102.1
102.2
102.3
102.5
106.2

SKILL CATEGORIES

201.1
201.2
201.3
202.1
202.2
203.1
203.2
203.4
205.4
205.5
208.3
211.3
212.1
214.2
217.4

REPRESENTATIVE TASK DESCRIPTION:

Explains program, policy or procedural matters to consumers, relations or call ins who request general program related information in order to interpret agency operations or procedures.

RTD# 001

ROLE: Broker

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
65%	3	30%	2	5%	1	4	1	4	3	2.9	2.4

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1206	2302	0101	-

REPRESENTATIVE TASK DESCRIPTION:

Informs person(s) of services and/or locations of specific community resource(s) in order to promote utilization of appropriate resources (doctor's lists, nursing home lists).

RTD# 002

ROLE: Broker

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
65%	2	30%	2	5%	1	3	1	3	3	2.7	1.9

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0306	2307	0101	-

REPRESENTATIVE TASK DESCRIPTION:

Explain to applicant eligibility factors during personal visit, telephone conversation or written communication, supplying forms or application in order to identify required documentation.

RTD# 003

ROLE: Broker

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
60%	3	30%	2	10%	1	4	1	3	3	2.7	2.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1206	2301	0101	73

REPRESENTATIVE TASK DESCRIPTION:

Drafts letter, memo or standard referral form using knowledge of consumer situation and service delivery system in order to link a consumer with an appropriate service resource.

RTD# 004

ROLE: Broker

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	3	5%	1	5%	1	3	1	4	2	2.5	2.5

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0105	1210	0101	23

REPRESENTATIVE TASK DESCRIPTION:

Discusses case situation with service resource representative (including relation or potential employer), requesting a commitment of assistance in order to arrange for specific services.

RTD# 005

ROLE: Broker

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
30%	4	65%	3	5%	1	4	1	4	4	3.0	3.0

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0305	2109	0101	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 006

ROLE: Broker

Discusses problem situation (emotional, medical, administrative, etc.) with present or potential service consumer, during office visit or conversation (phone or casual), using knowledge of service resources, advising consumers of availability of resources in order to refer same (usually verbally) to appropriate resource.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER	CONSEQUENCE	LEVEL OF
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language	INSTRUC.	OF ERROR	DIFF.
45%	3	50%	2	5%	1	4	1	4	4	3.3	3.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0305	2302	0101	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 007

ROLE: Broker

Informs consumer of appointment between consumer (or relation) and worker or other service delivery persons using telephone, letter, home visit, or P.A. system in order to schedule (or reschedule) appointment.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER	CONSEQUENCE	LEVEL OF
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language	INSTRUC.	OF ERROR	DIFF.
70%	2	20%	2	10%	2	1	1	1	2	2.0	1.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0306	2302	0101	54

REPRESENTATIVE TASK DESCRIPTION:

RTD# 008

Discusses case situation with service representative (initiating the linkage of a consumer with an appropriate resource) in order to arrange an appointment for services.

ROLE: Broker

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
50%	3	45%	3	5%	1	3	1	4	3	3.1	2.5

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0305	2109	0101	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 009

Identifies potential service consumers during phone conversations and personal visits with consumers (collaterals) informing same of services offered in order to initiate referral. (Primarily VD contact location).

ROLE: Broker

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
50%	3	45%	2	5%	1	3	1	3	3	3.2	2.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0806	2302	0101	54

REPRESENTATIVE TASK DESCRIPTION:

RTD# 010

ROLE: Broker

Questions consumer (or relation) determining why appointment was missed in order to reschedule appointment.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
35%	3	60%	2	5%	1	2	1	3	2	2.2	1.7

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0309	2302	0101	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 011

ROLE: Broker

Discusses scheduled appointment with consumer in order to remind same of appointment.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
60%	2	35%	2	5%	1	2	1	3	2	2.1	1.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0305	2302	0101	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 012

ROLE: Broker

Transports consumer to specific destination(s) using public or private vehicle in order to link consumer with service or treatment resource.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
10%	1	10%	1	80%	2	1	1	1	1	2.2	1.1

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1006	2302	0101	87

REPRESENTATIVE TASK DESCRIPTION:

RTD# 013

ROLE: Broker

Arranges transportation for consumer with appropriate resource representative using telephone or routine referral procedure in order to provide transportation for consumer to service or treatment resource.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
70%	3	25%	2	5%	1	2	1	3	3	2.1	1.6

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0901	2109	0101	54

ROLE: Consumer Advocating

SUBSTANTIVE AREA COMPONENT #: 0201

SUBSTANTIVE AREA COMPONENT:

Pleading/advocating for individual consumer's interests

RTD# SEQUENCE:

014-015

FUNCTIONAL KNOWLEDGE AND SKILL CATEGORIES

KNOWLEDGE CATEGORIES

101.3
101.4
101.7
101.8
102.1
102.2
102.3
102.5
108.1
110.1
110.2

SKILL CATEGORIES

201.1
201.3
201.4
203.1
203.4
208.1
208.2
208.3
209.3
209.4
210.1
211.3
211.4
212.1
212.2
213.1
213.2
213.3
213.5
217.4

REPRESENTATIVE TASK DESCRIPTION:

Confers with service system colleague, reviewing service specific action in process in order to influence more favorable decision for consumer.

RTD# 014

ROLE: Consumer Advocating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
40%	4	55%	3	5%	1	5	1	5	5	3.1	3.0

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0303	2110	0201	-

REPRESENTATIVE TASK DESCRIPTION:

Discusses consumer needs with relation (or landlord) regarding consumer deficiency in order to influence favorable action for consumer.

RTD# 015

ROLE: Consumer Advocating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
35%	3	60%	3	5%	1	4	1	4	4	2.9	2.8

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0305	2308	0201	-

ROLE: Activating

SUBSTANTIVE AREA COMPONENT #: 0301

SUBSTANTIVE AREA COMPONENT:

Developing resources and support for consumers and social services

RTD# SEQUENCE:
016-021

FUNCTIONAL KNOWLEDGE AND SKILL CATEGORIES

KNOWLEDGE CATEGORIES

101.3
101.7
101.8
102.1
102.4
102.5
105.1
108.1

SKILL CATEGORIES

201.1
203.4
208.2
209.3
209.4
211.3
211.4
212.3
213.4
217.4

REPRESENTATIVE TASK DESCRIPTION:

Reads classified advertisements in order to determine job leads for service consumers.

RTD# 016

ROLE: Activating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	3	5%	1	5%	1	1	1	3	2	1.8	1.5

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0813	1219	0301	-

REPRESENTATIVE TASK DESCRIPTION:

Discusses job vacancies with employers (or employment office personnel) in order to determine job leads for service consumers.

RTD# 017

ROLE: Activating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
70%	3	25%	2	5%	1	3	1	3	2	2.5	2.4

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0305	2203	0301	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 018

ROLE: Activating

Discusses positions with employers in order to develop jobs for service consumers.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
35%	3	60%	2	5%	1	3	1	3	3	2.7	2.7

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0305	2203	0301	

REPRESENTATIVE TASK DESCRIPTION:

RTD# 019

ROLE: Activating

Discusses service program with potential provider(s) in order to develop providers (sponsors, volunteers, etc.).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
60%	4	35%	3	5%	1	4	1	4	3	3.0	3.0

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0305	2207	0301	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 020

ROLE: Activating

Discusses plan (or ideas) for non-existent service with service system colleague(s) (or lay individuals), encouraging support of plan, in order to develop support for (or plan) new services.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
50%	4	45%	3	5 %	1	5	1	5	5	3.2	4.0

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0305	2110	0301	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 021

ROLE: Activating

Describes unmet service need (and proposes plan) to legislator, using telephone, personal visit or written communication, in order to marshal legislative support.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
60%	4	35%	3	5%	1	5	1	5	5	3.6	3.7

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1205	2106	0301	54

ROLE: Systems Advocating

SUBSTANTIVE AREA COMPONENT #: 0401

SUBSTANTIVE AREA COMPONENT:

Generating support for service system change, adjustment, modification

RTD# SEQUENCE: 022

FUNCTIONAL KNOWLEDGE AND SKILL CATEGORIES

KNOWLEDGE CATEGORIES

101.3
101.4
102.1
102.2
102.4
102.5
102.6
105.1
106.6
107.1
107.2
108.1
110.1
110.2
112.1
112.2

SKILL CATEGORIES

201.1
203.2
203.4
208.1
208.2
209.1
209.3
209.4
210.2
211.1
211.3
211.4
211.5
212.2
212.4
213.2
213.4
213.5
216.1
216.2
217.4
217.5

REPRESENTATIVE TASK DESCRIPTION:

Proposes (promotes) program expansion (or development) plan to service system colleague in order to marshal needed support to initiate change stategy.

RTD# 022

ROLE: Systems Advocating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
60%	4	35%	3	5%	1	5	1	5	5	3.3	4.0

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0206	2110	0401	-

ROLE: Counseling

SUBSTANTIVE AREA COMPONENT #: 0501

SUBSTANTIVE AREA COMPONENT:

Guiding and advising consumers

RTD# SEQUENCE:

023-039

FUNCTIONAL KNOWLEDGE AND SKILL CATEGORIES

KNOWLEDGE CATEGORIES

101.1
101.2
101.3
101.4
101.5
101.7
101.8
102.1
102.2
102.3
103.1
105.1
105.2
105.3
106.2
108.1
109.1
109.2

SKILL CATEGORIES

201.1
201.2
201.3
201.4
201.5
202.1
203.1
203.2
203.3
204.2
205.4
205.5
206.4
207.1
210.1

REPRESENTATIVE TASK DESCRIPTION:

Advises consumer using telephone, personal visit or written correspondence in order to motivate consumer to follow through on referral.

RTD# 023

ROLE: Counseling

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
20%	2	75%	3	5%	1	1	1	3	2	2.8	2.5

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1201	2302	0501	54

REPRESENTATIVE TASK DESCRIPTION:

Counsels/talks with consumer(s) or relative, preventing undesirable behavior when necessary, in order to motivate same toward acceptable (responsible) behavior. (Aspects of social control, i.e. family planning, runaway prevention, etc.)

RTD# 024

ROLE: Counseling

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
10%	4	85%	3	5%	1	4	1	4	5	3.8	3.8

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1204	2302	0501	-

REPRESENTATIVE TASK DESCRIPTION:

Informs consumer of the results of medically related tests or problems, explaining implications, in order to discuss (explore) indicated follow-up.

RTD# 025

ROLE: Counseling

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
60%	4	35%	2	5%	1	4	1	4	3	3.6	2.8

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0306	2302	0501	---

REPRESENTATIVE TASK DESCRIPTION:

RTD# 026

Talks with consumer (or relation), exploring problems, answering questions when necessary, in order to calm same (allay fears, release anxiety, reassure, support).

ROLE: Counseling

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
20%	3	75%	3	5%	1	3	1	3	3	3.5	3.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0312	2302	0501	---

REPRESENTATIVE TASK DESCRIPTION:

RTD# 027

Informs (notifies) consumer (or relation) of consumer's status (or case plan) when necessary, by letter, phone or personal visit, in order to supply relevant information.

ROLE: Counseling

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
70%	3	25%	2	5%	1	3	1	3	3	2.6	2.0

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0306	2302	0501	54

REPRESENTATIVE TASK DESCRIPTION:

RTD# 028

ROLE: Counseling

Discusses aspect of administration of treatment (or treatment plan or program) with consumer (and/or relation) informing, clarifying, briefing, debriefing or answering questions in order to promote understanding (or allay fears).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
55%	3	40%	3	5%	1	4	1	4	3	2.7	3.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0305	2302	0501	---

REPRESENTATIVE TASK DESCRIPTION:

RTD# 029

ROLE: Counseling

Counsels (interacts) with consumer, establishing helping relationship, in order to develop self-esteem.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
5%	1	90%	3	5%	1	4	1	3	5	3.2	3.4

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1204	2302	0501	---

REPRESENTATIVE TASK DESCRIPTION:

RTD# 030

ROLE: Counseling

Counsels consumer with specified problem, (personal crisis, job, program, etc.), answering questions when necessary, offering advice when indicated, in order to resolve problem (or develop plan to resolve problem).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
25%	4	70%	7	5%	1	5	1	4	5	3.8	3.8

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1204	2302	0501	---

REPRESENTATIVE TASK DESCRIPTION:

RTD# 031

ROLE: Counseling

Discusses individual performance with consumer(s), promoting two-way feedback in order to promote mutual understanding of individual (or group) status.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
40%	3	55%	2	5%	1	3	1	3	3	3.6	3.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0305	2302	0501	---

REPRESENTATIVE TASK DESCRIPTION:

Counsels consumer, informing consumer of consequences of activities or behavior, in order to enforce rules and regulations (corrective counseling).

RTD# 032

ROLE: Counseling

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
55%	3	40%	2	5%	1	4	1	3	2	3.4	3.1

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1204	2302	0501	---

REPRESENTATIVE TASK DESCRIPTION:

Counsels consumer, indicating individual deficiency or problem, in order to promote/encourage adjustment (or "responsible" behavior).

RTD# 033

ROLE: Counseling

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
35%	3	60%	3	5%	1	3	1	3	3	3.4	3.8

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1204	2302	0501	---

REPRESENTATIVE TASK DESCRIPTION:

Intervenes (counsels, warns, separates, etc.) in dispute between consumers in order to reestablish order (prevent disorder).

RTD# 034

ROLE: Counseling

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
15%	1	80%	3	5%	1	3	1	2	3	3.7	3.0

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0203	2302	0501	---

REPRESENTATIVE TASK DESCRIPTION:

Mediates in problem situation between consumers (or between consumer and agency, agency representative or vendor), clarifying issues, in order to derive satisfactory solution.

RTD# 035

ROLE: Counseling

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
30%	4	65%	4	5%	1	3	1	3	4	3.3	4.0

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0204	2302	0501	---

REPRESENTATIVE TASK DESCRIPTION:

RTD# 036

Counsels with consumer (regarding undefined personal problems), defining needs, articulating problems, answering questions, in order to resolve problem (or begin resolution of problem).

ROLE: Counseling

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
40%	4	55%	3	5%	1	5	1	4	5	3.9	4.0

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1204	2302	0501	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 037

Advises service consumer (regarding anticipated service events or specific community resources) in order to prepare consumer for service episode.

ROLE: Counseling

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
20%	3	75%	3	5%	1	4	1	3	3	3.1	2.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1201	2302	0501	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 038

ROLE: Counseling

Counsels parent (or foster parent) regarding child(ren), using knowledge of human behavior and child management techniques, advising same when indicated, in order to communicate specific technique.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
50%	3	45%	4	5%	1	5	1	4	5	3.7	4.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1204	2306	0501	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 039

ROLE: Counseling

Attends group meeting (house meeting, ward meeting, peer court, group counseling, etc.) in order to learn consumers' needs (or common problem).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
85%	3	10%	2	5%	1	4	1	3	2	2.7	2.4

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0302	2305	0501	-

ROLE: Counseling

SUBSTANTIVE AREA COMPONENT #: 0502

SUBSTANTIVE AREA COMPONENT:

Coaching and training consumers

RTD# SEQUENCE:

040-065

FUNCTIONAL KNOWLEDGE AND SKILL CATEGORIES

KNOWLEDGE CATEGORIES

101.5
101.6
101.7
101.8
103.1
103.3
105.1
105.2
106.2
106.3
106.4
106.5
109.1
109.2
111.1
111.2
111.3

SKILL CATEGORIES

201.1
201.3
201.4
201.5
202.1
202.2
203.1
203.2
204.2
205.1
205.2
205.4
205.5
206.1
206.2
207.1
215.1
215.2
216.1

REPRESENTATIVE TASK DESCRIPTION:

Explains rules (or program or agreement) to consumer(s) (often new), answering questions when asked, in order to orient (or reorient) same to a particular program.

RTD# 040

ROLE: Counseling

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
65%	3	30%	2	5%	1	2	1	3	3	2.8	2.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1206	2302	0502	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 041

Trains consumer(s) in mealtime self-help skills (food preparation, eating, decorum, clean-up, etc.), in order to develop independent mealtime skills.

ROLE: Counseling

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
40%	3	45%	4	15%	2	3	1	3	2	2.0	2.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1208	2302	0502	81

REPRESENTATIVE TASK DESCRIPTION:

RTD# 042

Trains consumers to brush their teeth in order to develop independent dental hygiene skills.

ROLE: Counseling

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
45%	3	50%	4	5%	1	3	1	3	2	2.1	1.6

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1208	2302	0502	27

REPRESENTATIVE TASK DESCRIPTION:

RTD# 043

Trains consumers in personal grooming techniques (hair brushing, nail clipping, shaving, etc.), in order to develop independent grooming skills.

ROLE: Counseling

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
45%	3	50%	4	5%	1	3	1	3	2	1.9	1.7

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1208	2302	0502	20

REPRESENTATIVE TASK DESCRIPTION:

RTD# 044

Trains consumers in dressing (and clothing selection and care), using learning programs when appropriate, in order to develop independent kempt skills.

ROLE: Counseling

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
45%	3	50%	4	5%	1	3	1	3	2	2.0	2.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1208	2302	0502	-

REPRESENTATIVE TASK DESCRIPTION:

Trains consumers in washing and bathing routines in order to develop independent body hygiene skills.

RTD# 045

ROLE: Counseling

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
45%	3	50%	4	5%	1	3	1	3	2	2.1	1.9

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1208	2302	0502	21

REPRESENTATIVE TASK DESCRIPTION:

Trains consumers in housekeeping skills (cleaning, bed making, etc.), in order to develop independent housekeeping skills.

RTD# 046

ROLE: Counseling

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
40%	3	45%	4	15%	1	3	1	3	2	2.1	2.1

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1208	2302	0502	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 047

Teaches consumers skills relating to money (recognition, budget, etc.), using learning programs when appropriate, in order to develop concepts of money and money management.

ROLE: Counseling

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
[illegible]	[illegible]	[illegible]	4	51	1	4	1	3	3	2.6	2.8

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1207	2302	0502	33

REPRESENTATIVE TASK DESCRIPTION:

RTD# 048

Teaches consumers [illegible] coordination (or manipulation), using learning programs when appropriate, in order to develop basic motor skills.

ROLE: Counseling

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
[illegible]	3	[illegible]	4	[illegible]	1	4	1	3	2	2.6	3.1

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1207	2402	0502	33

REPRESENTATIVE TASK DESCRIPTION:

RTD# 049

Teaches consumer(s) appropriate responses to verbal commands [illegible], using learning programs or films when appropriate, in order to develop basic response skills.

ROLE: Counseling

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1	3	5	2.7	2.5

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1207	2302	0502	33

REPRESENTATIVE TASK DESCRIPTION:

RTD# 050

Trains consumers in toileting routines, awaking same when necessary, ushering same to toilet when necessary, in order to develop elimination control (and comfort).

ROLE: Counseling

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
45%	3	50%	4	5%	1	3	1	3	3	2.4	1.9

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1208	2302	0502	26

REPRESENTATIVE TASK DESCRIPTION:

Teaches consumer(s) personal mobility skills, accompanying consumers on routine excursions when appropriate, in order to develop independent plasticity.

RTD# 051

ROLE: Counseling

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
45%	3	50%	4	5%	1	4	1	3	5	2.6	2.7

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1207	2302	0502	-

REPRESENTATIVE TASK DESCRIPTION:

Trains consumer in appropriate behavior (sitting, keeping clothing on, etc.) in order to develop basic behavioral skills.

RTD# 052

ROLE: Counseling

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
45%	3	50%	4	5%	1	4	1	3	5	2.4	2.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1208	2302	0502	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 053

Teaches consumers in small group, using learning program when appropriate, in order to develop basic socialization (independence) skills.

ROLE: Counseling

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
45%	3	50%	4	5%	1	5	1	3	5	2.8	3.0

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1207	2302	0502	33

REPRESENTATIVE TASK DESCRIPTION:

RTD# 054

Trains consumer(s) in appropriate behaviors, while on structured recreational activity in order to teach proper behavior (stimulate consumers).

ROLE: Counseling

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
45%	3	50%	4	5%	1	4	1	3	5	2.9	2.6

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1208	2302	0502	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 055

Teaches consumer(s) abstraction (or sign communication), using learning programs when appropriate, in order to develop communication skills.

ROLE: Counseling

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
45%	3	50%	4	5%	1	4	1	4	5	2.6	3.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1207	2302	0502	33

REPRESENTATIVE TASK DESCRIPTION:

RTD# 056

Teaches consumer(s) recognition, sharing, manipulation skills in small group (play) environment, using crayons, puzzles, blocks, toys, etc., in order to develop basic skills.

ROLE: Counseling

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
40%	3	45%	4	15%	2	3	1	3	4	2.4	2.6

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1207	2302	0502	84

REPRESENTATIVE TASK DESCRIPTION:

RTD# 057

Teaches consumer(s) identification of body parts (knee, foot, shoulder, etc.) using learning programs when appropriate, in order to develop body awareness (knowledge of body parts).

ROLE: Counseling

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
45%	3	50%	4	5%	1	4	1	3	5	2.0	2.4

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1207	2302	0502	33

REPRESENTATIVE TASK DESCRIPTION:

RTD# 058

Teaches consumer(s) writing (parts of speech and/or composition) in order to develop communication skills.

ROLE: Counseling

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
45%	3	50%	4	5%	1	4	1	4	5	2.2	3.0

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1207	2302	0502	74

REPRESENTATIVE TASK DESCRIPTION:

RTD# 0[illegible]9

ROLE: Counseling

Teaches consumer(s) (word recognition, spelling, etc.) in order to develop communication skills.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
45%	3	50%	4	5%	1	4	1	4	4	2.6	2.9

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
120[illegible]	2302	0502	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 060

ROLE: Counseling

Teaches consumer(s) arithmetic (including number recognition, counting, addition, division, etc.), using abacus or coins when appropriate, in order to develop computational skills.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
40%	3	45%	4	15%	2	4	2	3	5	2.2	2.8

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1207	2302	0502	51

REPRESENTATIVE TASK DESCRIPTION:

RTD# 061

Teaches consumer(s) concept of time, (including telling time, day and date) in order to develop perceptual skills.

ROLE: Counseling

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
45%	3	50%	4	5%	1	4	1	3	5	2.3	2.6

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1207	2302	0502	31

REPRESENTATIVE TASK DESCRIPTION:

RTD# 062

Tutors consumer(s) doing homework, accommodating individual needs, in order to teach academic skills.

ROLE: Counseling

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
50%	3	45%	4	5%	1	3	3	3	3	2.5	2.7

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1209	2302	0502	-

REPRESENTATIVE TASK DESCRIPTION:

Teaches singing (choir) to group of consumers, singing for audiences on occasion, in order to develop musical skills (or group participation).

RTD# 063

ROLE: Counseling

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
45%	3	50%	4	5%	1	4	1	3	4	1.7	2.4

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1207	2303	0502	-

REPRESENTATIVE TASK DESCRIPTION:

Supervises consumer(s) work (or chores), instructing same in methods or procedures when appropriate, in order to promote effective work habits.

RTD# 064

ROLE: Counseling

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
45%	3	50%	5	5%	1	3	1	3	3	2.6	2.7

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1115	2302	0502	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 065

ROLE: Counseling

Teaches consumers the use of tools (or machinery) for completion of various individual craft projects in order to develop industrial (mechanical skills).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER	CONSEQUENCE	LEVEL OF
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language	INSTRUC.	OF ERROR	DIFF.
30%	3	35%	4	35%	3	3	2	4	3	2.6	2.6

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1207	2302	0502	86

ROLE: Consulting

SUBSTANTIVE AREA COMPONENT #: 0601

SUBSTANTIVE AREA COMPONENT:

Training staff and lay people

RTD# SEQUENCE:

066-080

FUNCTIONAL KNOWLEDGE AND SKILL CATEGORIES

KNOWLEDGE CATEGORIES	SKILL CATEGORIES
101.4	202.1
101.6	203.4
108.1	203.5
108.2	204.1
110.1	206.2
110.2	206.3
110.3	208.1
111.1	208.3
111.2	211.3
111.4	216.1
	217.1
	217.3
	217.4

REPRESENTATIVE TASK DESCRIPTION:

RTD# 066

Teaches group of trainees (employees or students) in classroom or laboratory setting, according to training plan, in order to increase knowledge (or skills) of staff.

ROLE: Consulting

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
50%	3	45%	4	5%	1	4	1	4	5	3.1	3.5

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1207	2115	0601	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 067

Explains program(s) to visitors while on tour, in order to orient visitors to agency.

ROLE: Consulting

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
70%	3	25%	2	5%	1	3	1	4	4	1.6	2.1

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1206	2210	0601	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 068

ROLE: Consulting

Explains social program to lay individual(s) in order to inform same of program (from office meeting to TV interviews).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
70%	3	25%	2	5%	1	4	1	4	3	2.7	2.8

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1206	2206	0601	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 069

ROLE: Consulting

Discusses pre-service quiz results with trainee in order to provide remedial instruction before deployment on job.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
65%	4	30%	3	5%	1	4	1	4	4	2.7	2.8

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0305	2115	0601	61

REPRESENTATIVE TASK DESCRIPTION:

Trains dogs in order to prepare animals for guard duty.

RTD# 070

ROLE: Consulting

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
75%	3	20%	4	5%	1	4	1	1	4	2.4	2.5

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1208	3230	0601	-

REPRESENTATIVE TASK DESCRIPTION:

Attends training session (class, workshop, institute, presentation, drill, etc.), in order to learn skills (methods, knowledge or procedures).

RTD# 071

ROLE: Consulting

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
85%	3	10%	2	5%	1	3	1	3	2	2.6	2.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0302	3101	0601	-

REPRESENTATIVE TASK DESCRIPTION:

Learns agency programs while on tour with agency representative, asking related questions, in order to develop understanding of program.

RTD# 072

ROLE: Consulting

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
75%	3	20%	2	5%	1	3	1	3	2	2.1	2.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
		0601	-

REPRESENTATIVE TASK DESCRIPTION:

Attends regularly scheduled workshop ("feedback") with colleagues, discussing events of the day, problems or interaction with particular consumers, in order to develop knowledge of program operations and individual consumers.

RTD# 073

ROLE: Consulting

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
65%	4	30%	2	5%	1	3	1	3	3	2.6	2.6

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0302	2103	0601	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 074

ROLE: Consulting

Teaches target group specific subject matter, using handout material or visual aids, informing individuals of program-related concerns, in order to provide specific information to group.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
50%	3	45%	4	5%	1	4	1	3	4	2.5	3.0

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1207	2309	0601	36

REPRESENTATIVE TASK DESCRIPTION:

RTD# 075

ROLE: Consulting

Studies professional literature (reports, policy manuals, training materials, etc.) in order to improve professional knowledge.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	4	5%	1	5%	1	3	1	4	5	2.6	3.5

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0815	1144	0601	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 076

ROLE: Consulting

Grades trainee test papers in order to provide input for assessing training and teaching methods.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	4	5%	1	5%	1	4	1	3	4	2.3	1.9

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0903	1121	0601	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 077

ROLE: Consulting

Evaluates results of training session (quiz, verbal feedback, or video tape) in order to determine the effectiveness and future direction of program.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
75%	4	20%	2	5%	1	5	1	4	5	3.1	3.4

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0804	1117	0601	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 078

ROLE: Consulting

Tutors individual trainee (employee) in job related skills (or procedures), helping same with assignment when indicated, in order to instruct same in job related functions (on job training).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
50%	3	45%	4	5%	1	4	1	4	5	2.6	2.6

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1209	2115	0601	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 079

ROLE: Consulting

Discusses job expectations with new employee, diagnosing training needs, in order to plan individualized training program.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
60%	4	35%	5	5%	1	4	1	4	5	2.8	3.0

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0305	2104	0601	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 080

ROLE: Consulting

Advises staff member(s) of in-service training program in order to schedule same for training.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
60%	3	35%	2	5%	1	4	1	3	3	2.7	1.9

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1201	2111	0601	-

ROLE: Consulting

SUBSTANTIVE AREA
COMPONENT #: 0602

SUBSTANTIVE AREA COMPONENT:

Exchanging knowledge and advice with colleagues

RTD# SEQUENCE:

081-084

FUNCTIONAL KNOWLEDGE AND SKILL CATEGORIES

KNOWLEDGE CATEGORIES

101.8
102.1
102.4
102.5
103.1
104.2
105.1
106.6
107.1
107.2
108.1
110.1
110.2
110.3
110.4
111.1

SKILL CATEGORIES

203.4
203.5
206.3
208.1
208.2
208.3
210.1
211.1
211.3
217.2
217.4

REPRESENTATIVE TASK DESCRIPTION:

RTD# 081

Consults service system colleague (usually superior or consultant) regarding case situation, informing same of case details, in order to solicit direction (instruction) in dealing with case situation.

ROLE: Consulting

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
75%	3	20%	2	5%	1	3	1	4	4	3.0	2.9

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0304	2110	0602	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 082

Reviews case(s) with colleague (usually subordinate and often line worker), clarifying and evaluating case situation, recommending methods, in order to instruct same in dealing with case situations.

ROLE: Consulting

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
60%	4	35%	4	5%	1	5	1	4	5	3.2	3.6

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0814	2103	0602	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 083

Consults with colleague (often subordinate) regarding professional knowledge, technique or skill, in order to instruct same in particular (or appropriate) method.

ROLE: Consulting

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
60%	4	35%	4	5%	1	5	1	5	5	2.9	3.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0304	2103	0602	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 084

Reviews case(s) with subordinate in order to teach related skills.

ROLE: Consulting

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
65%	4	30%	5	5%	1	5	1	4	5	2.9	3.7

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0814	2112	0602	-

ROLE: Rehabilitating

SUBSTANTIVE AREA
COMPONENT #: 0701

SUBSTANTIVE AREA COMPONENT:

Providing behavior treatment (therapy) to dysfunctioning consumers

RTD# SEQUENCE:

085-094

FUNCTIONAL KNOWLEDGE AND SKILL CATEGORIES

KNOWLEDGE CATEGORIES

101.1
101.2
101.5
101.6
101.7
101.8
102.1
103.1
103.2
103.3
104.1
104.2
104.3
105.1
105.2
106.1
106.2
106.3
106.4
106.5
107.1
108.1
108.2
109.1
109.2

SKILL CATEGORIES

201.1
201.2
201.3
201.4
201.5
202.1
203.1
203.2
203.3
204.1
204.2
204.3
204.4
205.1
205.2
205.3
205.4
205.5
207.1
210.1
211.1

REPRESENTATIVE TASK DESCRIPTION:

Conducts (participates in) group meeting (house meeting, ward meeting, peer court, etc.) using knowledge of group techniques, solving immediate problems, in order to improve functioning of residential community (or improve individual behavior).

RTD# 085

ROLE: Rehabilitating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
25%	4	70%	7	5%	1	5	1	4	5	3.9	3.9

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1103	2305	0701	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 086

Counsels consumers in group therapy session, using motivation or remotivation techniques, in order to develop coordination, motion, and/or socialization skills.

ROLE: Rehabilitating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
25%	4	70%	7	5%	1	5	1	4	5	3.7	3.9

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1204	2302	0701	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 087

Counsels consumers in group therapy session, using knowledge of group processes and group rehabilitative methods, in order to develop individual behavioral functioning.

ROLE: Rehabilitating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
25%	4	70%	7	5%	1	5	1	4	5	3.8	4.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1204	2302	0701	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 088

ROLE: Rehabilitating

Counsels consumer (and/or members of family constellation), using recognized intervention methods and operational knowledge of particular agencies, advising same of consequences when appropriate, in order to improve social functioning and/or reconcile relations (casework).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
25%	4	70%	7	5%	1	5	1	4	5	3.6	4.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1204	2302	0701	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 089

ROLE: Rehabilitating

Counsels consumer, using appropriate intervention technique(s), in order to alleviate (control) attitudinal behavior problem(s).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
25%	4	70%	7	5%	1	5	1	4	5	3.8	4.0

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1204	2302	0701	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 090

Counsels with consumer(s) (including marital partners), using appropriate intervention techniques, in order to develop emotional/behavioral functioning.

ROLE: Rehabilitating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
25%	4	70%	7	5%	1	5	1	4	5	3.8	3.8

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1204	2302	0701	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 091

Provides reward for consumer group (treat, praise, gain time, etc.) in order to reinforce positive behavior.

ROLE: Rehabilitating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
40%	4	55%	3	5%	1	3	1	2	3	2.4	2.0

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0612	2303	0701	-

REPRESENTATIVE TASK DESCRIPTION:

Manages token economy program for consumer group in order to provide behavior training.

RTD# 092

ROLE: Rehabilitating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
40%	[illegible]	55%	3	5%	1	4	1	3	5	2.8	2.8

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1108	2303	0701	85

REPRESENTATIVE TASK DESCRIPTION:

Orders consumer to alternate area in order to control unacceptable behavior.

RTD# 093

ROLE: Rehabilitating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
30%	3	65%	3	5%	1	2	1	2	2	2.8	2.0

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1109	2302	0701	-

REPRESENTATIVE TASK DESCRIPTION:

Counsels (interacts with) consumer(s), using specific techniques when appropriate, in order to provide program of stimulation (or support).

RTD# 094

ROLE: Rehabilitating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
20%	4	70%	2	5%	1	3	1	3	3	3.2	3.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1204	2302	0701	-

ROLE: Care Giving

SUBSTANTIVE AREA COMPONENT #: 0801

SUBSTANTIVE AREA COMPONENT:

Regulating consumer activities

RTD# SEQUENCE:

095-106

FUNCTIONAL KNOWLEDGE AND SKILL CATEGORIES

KNOWLEDGE CATEGORIES	SKILL CATEGORIES
101.3	201.1
101.7	202.1
101.8	207.1
108.1	215.1
108.2	217.1

REPRESENTATIVE TASK DESCRIPTION:

RTD# 095

Inspects group of consumers (and quarters), reporting results according to SOP, in order to determine (or record) presence (and/or condition) of consumers.

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER	CONSEQUENCE	LEVEL OF
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language	INSTRUC.	OF ERROR	DIFF.
65%	3	30%	2	5%	1	2	1	2	1	2.9	1.9

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0807	2303	0801	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 096

Reports status of area (or consumers) to control room (or switchboard) personnel according to SOP, in order to maintain security.

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER	CONSEQUENCE	LEVEL OF
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language	INSTRUC.	OF ERROR	DIFF.
85%	3	10%	2	5%	1	2	1	2	1	3.0	1.5

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0111	2107	0801	-

REPRESENTATIVE TASK DESCRIPTION:

Patrols (checks) specific area, being available to assist consumers with problems, settling disturbances and inappropriate activity, in order to maintain control (and help consumers).

RTD# 097

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
55%	3	40%	2	5%	1	3	1	3	2	3.2	2.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0811	3215	0801	-

REPRESENTATIVE TASK DESCRIPTION:

Patrols specified area, checking property, locks, doors, and windows, keeping fire watch, in order to maintain order (and guard well-being of consumers).

RTD# 098

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
75%	3	5%	1	20%	1	1	1	1	1	3.1	1.5

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0811	3215	0801	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 099

Secures/Unsecures (locks/unlocks) area, office or equipment, checking that lights are off, in order to control access.

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
35%	1	5%	1	60%	1	1	1	1	1	3.2	1.1

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1005	3224	0801	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 100

Inspects consumer area, (room, dorm, etc.) for order and cleanliness, checking for contraband, in order to determine any deficiencies (discover contraband).

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	3	5%	1	5%	1	2	1	1	1	2.8	1.4

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0807	3212	0801	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 101

Receives consumers to facility (area), according to SOP, in order to admit new or transferred residents (consumers).

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
75%	3	20%	2	5%	1	2	1	2	2	2.3	1.7

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0613	2302	0801	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 102

Observes (scans) area or consumers, in order to correct unauthorized or inappropriate activity.

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
75%	1	20%	2	5%	1	2	1	2	2	3.1	1.7

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0810	3214	0801	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 103

Observes consumers at mealtime, maintaining order in order to assure consumers are fed.

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
70%	3	25%	2	5%	1	2	1	2	2	2.6	1.6

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0810	2302	0801	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 104

Observes (scrutinizes) consumer(s) (and/or area), talking with same when indicated, in order to discover disorders (discomfort, illness, injury, specific behavior or medical developments, etc.).

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
60%	3	35%	2	5%	1	3	1	2	3	3.3	2.8

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0810	2302	0801	-

REPRESENTATIVE TASK DESCRIPTION:

Checks consumers in (out) of facility (or assigned area), recording movement in log, issuing passes when necessary, in order to regulate the activity of consumers (and account for all).

RTD# 105

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
70%	3	25%	2	5%	1	2	1	2	2	3.3	1.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0802	2302	0801	62

REPRESENTATIVE TASK DESCRIPTION:

Checks (authorizes) consumers' packages (or vehicles) in (out), examining same for contraband, opening and closing gates when necessary, in order to maintain security.

RTD# 106

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
80%	3	10%	2	10%	1	2	1	2	2	3.7	1.4

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0802	3104	0801	-

ROLE: Care Giving

SUBSTANTIVE AREA
COMPONENT #: 0802

SUBSTANTIVE AREA COMPONENT:

Providing medical assistance and physical/medical treatment for consumers

RTD# SEQUENCE:

107-116

FUNCTIONAL KNOWLEDGE AND SKILL CATEGORIES

KNOWLEDGE CATEGORIES	SKILL CATEGORIES	
101.7	201.1	203.1
101.8	202.1	203.2
106.1	202.2	203.4
107.1	202.4	

REPRESENTATIVE TASK DESCRIPTION:

Waits upon (assists) professional medical practitioner in attending to needs of consumers in order to promote efficiency and consumer care.

RTD# 107

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
5%	1	90%	1	5%	1	1	1	1	1	2.0	1.7

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0621	2108	0802	-

REPRESENTATIVE TASK DESCRIPTION:

Tests specimen (blood, urine, etc.) according to SOP, in order to diagnose presence of disease.

RTD# 108

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
75%	4	5%	1	20%	2	3	1	2	1	3.9	2.0

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0816	3229	0802	-

REPRESENTATIVE TASK DESCRIPTION:

Issues medicine to consumers according to SOP, observing to see that medicine is taken, in order to provide consumers with medical dosage as prescribed.

RTD# 109

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
30%	3	65%	4	5%	1	2	1	2	2	4.0	1.9

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1002	2302	0802	-

REPRESENTATIVE TASK DESCRIPTION:

Treats (dresses) lesions (rash, cuts, "pressure areas", etc.), according to prescription, in order to implement treatment program.

RTD# 110

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
20%	1	65%	4	15%	1	2	1	3	2	3.1	2.4

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0619	3113	0802	72

REPRESENTATIVE TASK DESCRIPTION:

Turns consumer in bed in order to prevent sores.

RTD# 111

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
5%	1	90%	1	5%	1	1	1	1	1	2.6	1.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0620	2302	0802	-

REPRESENTATIVE TASK DESCRIPTION:

Provides elimination treatment (enema) to consumer in order to remove impaction.

RTD# 112

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
15%	1	60%	4	25%	2	2	1	2	1	3.1	1.8

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0612	3107	0802	41

REPRESENTATIVE TASK DESCRIPTION:

Tube-feeds consumer(s), according to SOP, in order to provide nourishment.

RTD# 113

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
15%	1	60%	4	25%	2	2	1	2	1	3.3	1.8

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0610	2302	0802	44

REPRESENTATIVE TASK DESCRIPTION:

Collects urine samples from consumers in order to test samples for content or disease.

RTD# 114

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER	CONSEQUENCE	LEVEL OF
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language	INSTRUC.	OF ERROR	DIFF.
50%	3	40%	4	10%	2	1	1	1	1	2.3	1.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0102	2302	0802	-

REPRESENTATIVE TASK DESCRIPTION:

Cleans tracheotomy tubes, removing and replacing tubes as required, in order to help consumer(s) breathe.

RTD# 115

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER	CONSEQUENCE	LEVEL OF
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language	INSTRUC.	OF ERROR	DIFF.
20%	1	50%	4	30%	2	2	1	2	1	3.7	2.1

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0606	3205	0802	-

REPRESENTATIVE TASK DESCRIPTION:

Assists consumer having seizure in order to
provide protection during attack.

RTD# 116

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
20%	1	75%	1	5%	1	2	1	2	2	4.0	2.6

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0601	2302	0802	-

ROLE: Care Giving

SUBSTANTIVE AREA
COMPONENT #: 0803

SUBSTANTIVE AREA COMPONENT:

Providing daily living care
for consumers

RTD# SEQUENCE:

117-149

FUNCTIONAL KNOWLEDGE AND SKILL CATEGORIES

KNOWLEDGE CATEGORIES	SKILL CATEGORIES
101.4	201.1
101.7	202.1
101.8	203.1
103.3	205.5
108.1	206.4
109.2	207.1
	215.1
	217.1

REPRESENTATIVE TASK DESCRIPTION:

RTD# 117

Prepares meal for serving (received from centralized kitchen), supervising consumer helpers, checking supply of food, setting up tables, serving food, in order to provide nourishment for small number of consumers.

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
10%	2	30%	2	60%	2	3	1	2	2	2.5	1.8

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0108	3217	0803	81

REPRESENTATIVE TASK DESCRIPTION:

RTD# 118

Serves meal (or fluids) to consumer(s) who cannot feed self, helping same eat (or feeding them), in order to provide nourishment.

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
5%	1	90%	1	5%	1	2	1	2	1	2.4	1.4

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0614	2302	0803	-

REPRESENTATIVE TASK DESCRIPTION:

Serves meals (or refreshments or snacks) to consumer(s), seeing that all consumers receive and eat food, in order to provide nourishment.

RTD# 119

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
20%	3	75%	2	5%	1	1	1	2	1	2.5	1.5

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0614	2302	0803	-

REPRESENTATIVE TASK DESCRIPTION:

Changes diapers (or clothing) of soiled consumers, bathing consumers as required, checking for soiled consumers in bed, chairs, or hall in order to promote hygiene (and personal comfort).

RTD# 120

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
20%	3	75%	1	5%	1	1	1	2	1	2.6	1.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0605	3103	0803	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 121

Changes bed linens when soiled, checking for soiled beds, in order to promote hygiene (and personal comfort).

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
15%	3	25%	1	60%	1	1	1	2	1	2.4	1.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0605	3203	0803	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 122

Brushes (or helps consumers brush) teeth, providing and caring for essential supplies, preparing brushes, in order to promote oral hygiene.

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
5%	1	75%	1	20%	1	1	1	2	1	2.1	1.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0604	3102	0803	27

REPRESENTATIVE TASK DESCRIPTION:

RTD# 123

ROLE: Care Giving

Bathes consumer(s) (or assist(s) or supervises consumer in bathing), using bath slab, shower, tub or other equipment, according to SOP, undressing, dressing and grooming as necessary in order to promote body hygiene (and comfort).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
5%	1	80%	1	15%	1	1	1	2	1	2.3	1.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0603	2302	0803	21

REPRESENTATIVE TASK DESCRIPTION:

RTD# 124

ROLE: Care Giving

Showers group of consumers, assisting individuals as required, in order to promote body hygiene.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
5%	1	90%	1	5%	1	1	1	2	1	2.3	1.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0617	2302	0803	21

REPRESENTATIVE TASK DESCRIPTION:

RTD# 125

ROLE: Care Giving

Cuts consumer's fingernails in order to prevent injury to self or others (or for personal grooming).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER	CONSEQUENCE	LEVEL OF
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language	INSTRUC.	OF ERROR	DIFF.
15%	1	70%	1	15%	2	2	1	2	1	2.0	1.1

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0607	3106	0803	23

REPRESENTATIVE TASK DESCRIPTION:

RTD# 126

ROLE: Care Giving

Dresses consumer(s), grooming same, (or assist(s) them in dressing and grooming), in order to be ready for daily activities.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER	CONSEQUENCE	LEVEL OF
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language	INSTRUC.	OF ERROR	DIFF.
10%	[illegible]	70%	1	10%	1	1	1	2	1	2.1	1.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0603	2302	0803	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 127

Prepares bath area (soap, towels, shampoo, clothing, etc.) in order to supply necessary items.

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
65%	3	5%	1	35%	1	2	1	1	1	1.8	1.0

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0108	3216	0803	71

REPRESENTATIVE TASK DESCRIPTION:

RTD# 128

Shaves consumer(s) (or assists or supervises same while shaving faces, underarms, legs, etc.) in order to groom consumers (promote hygiene).

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
20%	1	65%	1	15%	2	1	1	2	2	2.3	1.4

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0616	2302	0803	25

REPRESENTATIVE TASK DESCRIPTION:

RTD# 129

ROLE: Care Giving

Shampoos consumer(s) hair in order to promote hygiene (groom consumers).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
20%	1	75%	1	5%	1	1	1	2	1	1.7	1.1

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0615	3112	0803	71

REPRESENTATIVE TASK DESCRIPTION:

RTD# 130

ROLE: Care Giving

Leads consumers to bed at appropriate time in order to meet bed schedule.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
20%	1	75%	3	5%	1	1	1	2	1	2.0	1.1

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0609	2302	0803	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 131

ROLE: Care Giving

Wakes consumers at appropriate time, encouraging or assisting same to dress, etc., for daily activities, in order to regulate morning routine.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
20%	1	75%	3	5%	1	1	1	2	1	2.1	1.5

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0622	2302	0803	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 132

ROLE: Care Giving

Routes (directs) consumer(s) to specific location, according to schedule or SOP, in order to follow schedule (for meal, treatment, etc.).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
50%	1	45%	2	5%	1	2	1	2	1	2.2	1.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1004	2302	0803	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 133

ROLE: Care Giving

Escorts (accompanies) consumer(s) to meal (or snack), assuring that everyone receives food, in order to nourish consumers.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
25%	1	70%	3	5%	1	2	1	2	1	2.3	1.1

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0609	2302	0803	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 134

ROLE: Care Giving

Escorts (accompanies) consumer(s) to (and/or from) clinic (or therapy) in order to provide therapy (medical, dental, psychological, physical, etc.).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
10%	1	85%	1	5%	1	2	1	2	1	2.2	1.1

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0609	2302	0803	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 135

Escorts (accompanies) consumer(s) to structured recreational activity (movie, dance, games, etc.), insuring safety and proper behavior, in order to provide socialization (and/or recreation).

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
15%	3	80%	3	5%	1	2	1	2	2	1.9	1.7

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0609	2302	0803	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 136

Escorts (accompanies) consumer(s) on unstructured recreational activity (refreshments, walk, play in sunshine, playground, etc.), insuring proper safety supervision and security, in order to provide exercise (and/or leisure time activity).

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
15%	3	80%	3	5%	1	2	1	2	2	2.9	1.5

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0609	2302	0803	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 137

ROLE: Care Giving

Escorts consumer(s) to (and/or from) scheduled activity, assignment or station, assuring proper safety and security, in order to carry (direct) same to (and/or from) program or other activities (or to transfer same to other quarters according to treatment plan).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
15%	3	80%	3	5%	1	2	1	2	2	2.7	1.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0609	2302	0803	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 138

ROLE: Care Giving

Transports (accompanies) consumer(s), requiring special safety and security precautions, using automobile (or bus), in order to carry same to (and/or from) activities (or treatment) according to treatment plan.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
15%	3	55%	3	30%	2	2	1	2	2	3.8	1.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1006	2302	0803	87

REPRESENTATIVE TASK DESCRIPTION:

RTD# 139

ROLE: Care Giving

Provides leisure activity (games, party, T.V., conversation, etc.) for consumers in order to promote socialization (or awareness).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
15%	3	80%	3	5%	1	2	1	2	2	2.3	1.8

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0612	2302	0803	84

REPRESENTATIVE TASK DESCRIPTION:

RTD# 140

ROLE: Care Giving

Participates with consumer(s) in activity (discussion or recreation) in order to establish rapport and/or exercise consumers.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
20%	4	75%	3	5%	1	3	1	3	3	2.5	2.7

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0611	2302	0803	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 141

Assists non-ambulatory (or semi-ambulatory) consumer(s) in toileting, cleaning those who missed, in order to relieve consumer.

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
5%	1	90%	1	5%	1	2	1	2	2	2.5	1.4

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0601	2302	0803	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 142

Assists consumer from bed to chair (or wheelchair, mat, etc.), (or vice versa) in order to prevent sores (and/or facilitate individual care).

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
5%	1	90%	1	5%	1	2	1	2	2	2.5	1.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0601	2302	0803	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 143

Regulates supply of personal items (cigarettes, clothing, money, comfort items, etc.) to consumers in order to promote effective use of leisure time (cleanliness, etc.).

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
50%	3	40%	1	10%	1	2	1	2	2	1.9	1.5

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1112	3110	0803	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 144

Writes (reads) letter to/for consumer in order to promote contact with family, friends, etc.

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
50%	3	40%	3	10%	1	2	1	3	2	2.1	1.7

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0112	2302	0803	-

REPRESENTATIVE TASK DESCRIPTION:

Assists consumers in placing (or receiving) phone calls to (and/or from relatives in order to promote communication (or contact).

RTD# 145

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER	CONSEQUENCE	LEVEL OF
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language	INSTRUC.	OF ERROR	DIFF.
20%	1	70%	1	10%	1	2	1	2	2	2.1	1.1

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0601	2302	0803	54

REPRESENTATIVE TASK DESCRIPTION:

Purchases refreshments (or sundry items) for consumers from canteen (or market) in order to provide same with comfort items (or snacks).

RTD# 146

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER	CONSEQUENCE	LEVEL OF
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language	INSTRUC.	OF ERROR	DIFF.
75%	3	20%	2	5%	1	2	1	2	2	1.7	1.1

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0109	3108	0803	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 147

Supervises consumers doing routine household chores (making beds, cleaning, personal laundry, mending, etc.) in order to promote independence in daily living.

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
25%	4	70%	3	5%	1	2	1	2	2	2.0	1.8

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1115	2302	0803	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 148

Restrains consumer (by confinement, device, or bodily) releasing same when appropriate, in order to prevent injury to self or others (or insure security or discipline same).

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
30%	4	60%	4	10%	1	2	1	2	2	3.5	1.5

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0703	2302	0803	24

REPRESENTATIVE TASK DESCRIPTION:

Oversees (supervises) consumer work detail in order to enforce specified work standards.

RTD# 149

ROLE: Care Giving

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
25%	4	20%	5	5%	1	3	1	2	2	2.5	2.4

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1110	2302	0803	-

ROLE: Client Programming

SUBSTANTIVE AREA COMPONENT #: 0901

SUBSTANTIVE AREA COMPONENT:

Collecting and recording consumer information

RTD# SEQUENCE:

150-172

FUNCTIONAL KNOWLEDGE AND SKILL CATEGORIES

KNOWLEDGE CATEGORIES

101.7
101.8
103.3
107.1
108.1

SKILL CATEGORIES

201.1
201.2
201.3
201.4
202.1
202.2
202.3
202.4
203.1
203.2
211.1
211.3
214.1
217.4

REPRESENTATIVE TASK DESCRIPTION:

RTD# 150

Discusses results of referral with consumer (or service representative) in order to determine outcome (follow-up).

ROLE: Client Programming

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
60%	3	35%	2	5%	1	3	1	3	2	2.7	2.6

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0305	2302	0901	-

6

REPRESENTATIVE TASK DESCRIPTION:

RTD# 151

Interviews applicant (or consumer), using application completed by consumer (or file information), discussing basic eligibility factors, answering questions when asked, completing paperwork required by SOP, computing budgets when indicated, in order to determine initial (or continued) eligibility (frequently foodstamps).

ROLE: Client Programming

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
60%	4	35%	2	5%	1	3	2	3	3	3.2	3.0

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0307	2301	0901	73

REPRESENTATIVE TASK DESCRIPTION:

RTD# 152

ROLE: Client Programming

Interviews consumer and/or parent, using available records (or information), assessing service needs, in order to make intake disposition according to SOP (report, recommendation, etc.).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
60%	4	35%	2	5%	1	3	1	3	3	3.5	3.1

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0307	2302	0901	73

REPRESENTATIVE TASK DESCRIPTION:

RTD# 153

ROLE: Client Programming

Questions (interviews) consumer regarding status of particular aspect of case (school attendance, employment, transportation, address, etc.), using telephone or personal visit, in order to determine current need (or status, or update case information).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
60%	3	35%	2	5%	1	3	1	3	3	2.5	2.7

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0309	2302	0901	54

REPRESENTATIVE TASK DESCRIPTION:

RTD# 154

Interviews (talks with) consumer(s), collecting information about their adjustment, using telephone or personal visit, in order to determine progress.

ROLE: Client Programming

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
60%	4	35%	2	5%	1	3	1	3	4	2.7	3.1

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0307	2302	0901	54

REPRESENTATIVE TASK DESCRIPTION:

RTD# 155

Investigates breech of service plan (for aberrant behavior or complaint), discussing situation with consumers' relations or collaterals, in order to determine facts.

ROLE: Client Programming

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
60%	4	35%	2	5%	1	3	1	3	4	3.2	3.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0808	2201	0901	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 156

Interviews consumer, gathering background information, in order to compile social history (or summary or comprehensive study).

ROLE: Client Programming

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
60%	3	35%	2	5%	1	3	1	3	3	3.1	2.9

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0307	2302	0901	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 157

Interviews consumer, determining appropriateness of agency specific service for individual, in order to screen individuals in/out (and appropriately process those cases accepted).

ROLE: Client Programming

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
60%	4	35%	2	5%	1	4	1	3	3	3.1	3.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0307	2302	0901	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 158

Searches for consumer, contacting collaterals, using telephone or field visits, in order to discover whereabouts (or address) of consumer.

ROLE: Client Programming

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
60%	3	35%	2	5%	1	3	1	3	3	2.7	2.0

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0905	2302	0901	54

REPRESENTATIVE TASK DESCRIPTION:

RTD# 159

Interviews consumer under treatment of disease, establishing contacts, in order to elicit names of suspected cases.

ROLE: Client Programming

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
65%	3	30%	3	5%	1	3	1	3	3	3.6	2.7

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0307	2302	0901	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 160

ROLE: Client Programming

Interrogates consumer(s), in order to determine nature of specific problems (or rule infractions).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
50%	3	45%	3	5%	1	3	1	3	4	2.8	3.0

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0309	2302	0901	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 161

ROLE: Client Programming

Measures consumer's bio-medical characteristics (blood pressure, temperature, height, etc.), noting according to SOP, in order to record consumer information for reference by other staff (or monitor consumer's condition).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
65%	3	15%	2	20%	2	2	1	2	1	3.1	2.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0707	2302	0901	42

REPRESENTATIVE TASK DESCRIPTION:

RTD# 162

Completes standard medical reporting form during discussion with consumer in order to provide medical summary.

ROLE: Client Programming

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
60%	3	35%	2	5%	1	2	1	3	2	3.0	2.5

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0103	1204	0901	73

REPRESENTATIVE TASK DESCRIPTION:

RTD# 163

Measures consumer's bio-medical characteristics (blood pressure, temperature, pulse, respiration, height, weight, vision, etc.), recording results according to SOP, in order to summarize consumer's condition.

ROLE: Client Programming

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
65%	3	15%	2	20%	2	2	1	2	1	3.1	2.0

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0107	2302	0901	42

REPRESENTATIVE TASK DESCRIPTION:

RTD# 164

Observes consumers (usually medicare/medicaid patients in nursing homes) as part of review team in order to reevaluate need for care.

ROLE: Client Programming

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER	CONSEQUENCE	LEVEL OF
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language	INSTRUC.	OF ERROR	DIFF.
75%	4	20%	2	5%	1	5	1	4	5	3.2	3.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0810	2302	0901	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 165

Observes consumer(s) in order to assess behavior traits (or other characteristics).

ROLE: Client Programming

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER	CONSEQUENCE	LEVEL OF
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language	INSTRUC.	OF ERROR	DIFF.
90%	4	5%	1	5%	1	5	1	4	5	3.3	2.9

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0810	2302	0901	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 166

Discusses case with relation of consumer, collecting specific information, in order to monitor case status for case planning purposes.

ROLE: Client Programming

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
60%	3	35%	2	5%	1	4	1	4	3	2.7	2.8

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0305	2308	0901	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 167

Records (logs or charts) events (or behavioral information) according to SOP in order to provide an ongoing account of consumer behavior (or incidents, or accidents) affecting service program (of individuals).

ROLE: Client Programming

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	3	5%	1	5%	1	3	1	4	2	2.8	2.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0110	1225	0901	74

REPRESENTATIVE TASK DESCRIPTION:

RTD# 168

Records (charts) consumer related information, usually medical (medications received, temperature, physical condition, etc.), in order to post (or plot) information for appraisal.

ROLE: Client Programming

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	3	5%	1	5%	1	2	1	4	2	3.4	1.6

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0110	1221	0901	1A

REPRESENTATIVE TASK DESCRIPTION:

RTD# 169

Records (dictates) individual case information (daily observationals, case narratives, etc.), updating case files (notebook), providing case status information (opened, closed, transferred, etc.) in order to provide record of services.

ROLE: Client Programming

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	3	5%	1	5%	1	3	1	4	2	2.3	2.4

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0110	1220	0901	52

REPRESENTATIVE TASK DESCRIPTION:

RTD# 170

ROLE: Client Programming

Collects consumer specific information from service system colleague in order to receive information necessary to service planning (monitoring, verifying, or service provision).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER	CONSEQUENCE	LEVEL OF
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language	INSTRUC.	OF ERROR	DIFF.
75%	3	20%	2	5%	1	3	1	4	3	3.2	3.0

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0102	2110	0901	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 171

ROLE: Client Programming

Discusses consumer situation with service system colleague (sometimes state office or legislative official) in order to exchange information useful in service planning or service provision.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER	CONSEQUENCE	LEVEL OF
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language	INSTRUC.	OF ERROR	DIFF.
55%	4	40%	4	5%	1	5	1	5	5	3.1	3.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0305	2110	0901	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 172

ROLE: Client Programming

Reports consumer specific information (verbally or in written report) to service system colleague (judges included) in order to provide information for service planning (or service provision, or case action).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
75%	3	20%	2	5%	1	4	1	4	5	3.3	2.8

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0111	2110	0901	-

ROLE: Client Programming

SUBSTANTIVE AREA COMPONENT #: 0902

SUBSTANTIVE AREA COMPONENT:

Planning and authorizing consumer services

RTD# SEQUENCE:

173-187

FUNCTIONAL KNOWLEDGE AND SKILL CATEGORIES

KNOWLEDGE CATEGORIES

101.1
101.2
101.3
101.4
101.6
101.7
101.8
102.1
102.2
102.3
102.5
103.1
104.1
104.3
105.1
105.2
106.1
106.2
106.3
106.4
107.1
108.1
109.1
109.2

SKILL CATEGORIES

201.1
201.2
201.3
201.4
202.1
202.2
202.3
202.4
203.1
203.2
203.3
203.4
208.1
208.3
210.1
211.1
211.4
216.1
216.4
217.4

REPRESENTATIVE TASK DESCRIPTION:

RTD# 173

Confers with colleagues in staffing (team, court unit, or committee) meeting, providing and/or receiving information as required for understanding, in order to reach consensual decision regarding disposition of specific cases (staffing).

ROLE: Client Programming

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
65%	4	30%	2	5%	1	5	1	4	7	3.2	3.6

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0303	2103	0902	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 174

Composes case plan according to SOP (using planning form, prescriptive program form, etc.), in order to implement services (or treatment) for consumer.

ROLE: Client Programming

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	5	5%	1	5%	1	4	1	4	5	3.6	3.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0502	1104	0902	73

REPRESENTATIVE TASK DESCRIPTION:

Drafts (dictates) consumer reports (progress, discipline, incident), using case records and knowledge of case situation, recommending plans when indicated, in order to compile written information for service planning.

RTD# 175

ROLE: Client Programming

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	4	5%	[illegible]	5%	1	4	1	4	4	3.2	3.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0105	1108	0902	11

REPRESENTATIVE TASK DESCRIPTION:

Counsels consumer (and/or relative) regarding release alternatives in order to develop discharge plan.

RTD# 176

ROLE: Client Programming

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
45%	4	50%	7	5%	1	4	1	4	6	3.8	3.1

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1204	2302	0902	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 177

ROLE: Client Programming

Interviews (discusses) personal situation with consumers (or relations), examining situation (including medical or financial requirements, scope of agency services, alternate living arrangements, etc.), in order to formulate a suitable plan with consumer.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
45%	4	50%	4	5%	1	4	1	4	5	3.2	3.6

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0307	2302	0902	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 178

ROLE: Client Programming

Discusses (explains) overpayment with consumer, requesting information when needed, using personal visit, telephone, or written correspondence in order to plan repayment.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
60%	3	35%	2	5%	1	3	1	3	3	2.7	2.5

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0305	2302	0902	54

REPRESENTATIVE TASK DESCRIPTION:

RTD# 179

ROLE: Client Programming

Discusses case situation with relative, using personal visit, written correspondence, or telephone, planning alternate care for consumer (foster home, return to home, home visit, respite care, hospitalization, etc.), in order to arrange suitable (or appropriate) environment.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
55%	4	40%	4	5%	1	4	1	4	5	3.3	3.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0305	2308	0902	54

REPRESENTATIVE TASK DESCRIPTION:

RTD# 180

ROLE: Client Programming

Discusses case with consumer and relation in order to plan services (or decide a course of action).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
55%	4	40%	4	5%	1	4	1	4	5	3.0	3.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0305	2302	0902	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 181

Reviews case with consumer, evaluating present status (or progress), discussing situation when appropriate, in order to recommend continued (or appropriate) treatment.

ROLE: Client Programming

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
60%	4	35%	2	5%	1	5	1	4	6	3.5	3.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0814	2302	0902	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 182

Discusses community (internal/external) activity with consumer group, using knowledge of treatment program, in order to assist consumers in planning.

ROLE: Client Programming

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
55%	4	40%	4	5%	1	4	1	4	5	2.8	2.7

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0305	2303	0902	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 183

Reviews case records (or consumer reports or information), evaluating information, in order to develop (or change) treatment plans.

ROLE: Client Programming

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER	CONSEQUENCE	LEVEL OF
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language	INSTRUC.	OF ERROR	DIFF.
90%	4	5%	1	5%	1	4	1	4	5	3.7	3.5

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0814	1133	0902	11

REPRESENTATIVE TASK DESCRIPTION:

RTD# 184

Conducts disciplinary hearings with consumer and other staff, reaching decision on individual cases, in order to plan corrective (or punitive) actions.

ROLE: Client Programming

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER	CONSEQUENCE	LEVEL OF
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language	INSTRUC.	OF ERROR	DIFF.
55%	4	40%	4	5%	1	5	1	4	4	3.9	3.7

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1103	2302	0902	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 185

Develops treatment plan (episode), occasionally with colleague, in order to plan therapy group meeting.

ROLE: Client Programming

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
70%	4	25%	4	5%	1	5	1	5	5	3.5	4.0

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1106	1107	0902	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 186

Plans therapeutic activity for consumer group, occasionally with colleague, in order to meet treatment objectives.

ROLE: Client Programming

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
80%	4	15%	2	5%	1	5	1	5	6	3.3	3.5

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0506	2303	0902	-

REPRESENTATIVE TASK DESCRIPTION:

Confers with service system colleague(s) on specific case(s), or specific client group, corresponding when appropriate, reaching mutual agreement on details of services (case actions) and individual responsibilities in order to coordinate (or implement) services.

RTD# 187

ROLE: Client Programming

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
60%	5	35%	4	5%	1	5	1	5	5	3.5	3.4

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0303	2110	0902	-

ROLE: Client Programming

SUBSTANTIVE AREA COMPONENT #: 0903

SUBSTANTIVE AREA COMPONENT:

Evaluating and processing consumer information

RTD# SEQUENCE:
188-201

FUNCTIONAL KNOWLEDGE AND SKILL CATEGORIES

KNOWLEDGE CATEGORIES

101.4
101.7
101.8
102.2
105.1
105.2
106.1
106.2
106.3
107.1
107.2
107.6

SKILL CATEGORIES

210.1
211.1
211.3
216.1
217.4

REPRESENTATIVE TASK DESCRIPTION:

RTD# 188

ROLE: Client Programming

Develops case history, summarizing contents, in order to ready file information for transfer or review.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	3	5%	1	5%	1	4	1	5	4	3.1	2.8

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1106	1106	0903	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 189

ROLE: Client Programming

Reviews case file (or consumer records) in order to become familiar with case (or monitor case).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien."	Level	Orien.	Level	Reasoning	Math	Language			
90%	3	5%	1	5%	1	4	1	4	2	2.4	2.1

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0814	1131	0903	11

REPRESENTATIVE TASK DESCRIPTION:

RTD# 190

ROLE: Client Programming

Reviews case file (or consumer records) becoming familiar with case, in order to prepare for consumer contact (or case conference or answer correspondence).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	3	5%	1	5%	1	4	1	4	2	2.9	2.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0814	1131	0903	11

REPRESENTATIVE TASK DESCRIPTION:

RTD# 191

ROLE: Client Programming

Administers objective diagnostic tests (psychological, dexterity, visual, hearing, behavioral, etc.) to consumers in order to provide information for consumer evaluation.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
70%	3	20%	[illegible]	10%	1	3	1	4	1	1.2	3.1

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
[illegible]	[illegible]	[illegible]	[illegible]

REPRESENTATIVE TASK DESCRIPTION:

RTD# 192

Evaluates diagnostic test results in order to provide information for consumer programming.

ROLE: Client Programming

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	4	5%	1	5%	1	5	4	5	5	3.6	3.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0804	1116	0903	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 193

ROLE: Client Programming

Evaluates home (foster, natural, etc.) in order to license/approve (relicense or disapprove) home.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	4	5%	1	5%	1	4	1	5	4	3.6	3.0

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0804	2204	0903	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 194

ROLE: Client Programming

Authorizes services (by issuing ID cards, signing off, writing orders, etc.), using personal authority according to SOP, in order to effect the receipt of particular services (or treatment) to a consumer.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
80%	3	15%	2	5%	1	3	1	3	2	3.1	2.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1102	1103	0903	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 195

ROLE: Client Programming

Evaluates written (or personal) referrals received from service system colleagues (or citizens), clarifying basic information, using knowledge of programs, in order to accept referral and initiate service action according to SOP (or advise referee of alternate resources).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
70%	4	25%	1	5%	1	4	1	3	4	3.2	3.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0804	1118	0903	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 196

Grades written work of trainee (consumer) in order to assess consumer ability (or progress).

ROLE: Client Programming

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	4	5%	1	5%	1	4	2	4	2	2.5	2.5

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0903	1122	0903	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 197

Administers appropriate tests to trainees in order to assess ability or progress.

ROLE: Client Programming

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
70%	3	25%	2	5%	1	3	1	2	3	2.9	2.6

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1101	2115	0903	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 198

ROLE: Client Programming

Receives (collects) consumer information from consumers regarding basic eligibility factors in order to adjust benefits.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
65%	3	30%	2	5%	1	3	2	3	2	3.2	2.4

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0613	2302	0903	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 199

ROLE: Client Programming

Composes individual overpayment reports, according to SOP, in order to provide information for determining appropriate corrective actions.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	3	5%	1	5%	1	3	2	3	1	2.6	2.5

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0502	1205	0903	-

REPRESENTATIVE TASK DESCRIPTION:

Reviews case information (or service requests), analyzing necessary information, in order to determine eligibility (or extent of eligibility).

RTD# 200

ROLE: Client Programming

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	4	5%	1	5%	1	4	2	3	2	3.6	2.7

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0814	1132	0903	-

REPRESENTATIVE TASK DESCRIPTION:

Reviews case files (or consumer records) upon request or need of service system colleague, in order to provide relevant information.

RTD# 201

ROLE: Client Programming

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
70%	3	25%	2	5%	1	3	1	3	2	2.7	2.4

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0814	1131	0903	11

ROLE: Systems Researching

SUBSTANTIVE AREA COMPONENT #: 1001

SUBSTANTIVE AREA COMPONENT:

Collecting, organizing and reporting operational information

RTD# SEQUENCE:

202-216

FUNCTIONAL KNOWLEDGE AND SKILL CATEGORIES

KNOWLEDGE CATEGORIES

107.1
107.2
107.3
107.4
107.5
107.6

SKILL CATEGORIES

202.1
202.2
202.3
202.4
210.2
211.1
211.2
211.3
211.4
217.4
218.1
218.2

REPRESENTATIVE TASK DESCRIPTION:

Screens case file(s) (or consumer records) relative to specific information, in order to determine individual status (or compile list of consumers with certain characteristics).

RTD# 202

ROLE: Systems Researching

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	3	5%	1	5%	1	3	1	3	2	2.7	2.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0904	1228	1001	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 203

Collects population reports from facility locations in order to prepare census report.

ROLE: Systems Researching

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER	CONSEQUENCE	LEVEL OF
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language	INSTRUC.	OF ERROR	DIFF.
80%	3	15%	2	5%	1	3	1	3	2	1.9	2.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0102	3207	1001	63

REPRESENTATIVE TASK DESCRIPTION:

RTD# 204

Collects status information (condition of building, contents of building, or other information) in order to record information for periodic report.

ROLE: Systems Researching

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER	CONSEQUENCE	LEVEL OF
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language	INSTRUC.	OF ERROR	DIFF.
80%	3	15%	2	5%	1	3	1	3	3	1.9	2.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0102	3207	1001	-

REPRESENTATIVE TASK DESCRIPTION:

Collects (records) operational information, using standard form, or using standardized methods (work sample, time study, etc.), in order to provide data for reimbursement, analysis, etc.

RTD# 205

ROLE: Systems Researching

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
75%	3	20%	2	5%	1	3	2	3	3	2.3	2.8

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0102	1203	1001	73

REPRESENTATIVE TASK DESCRIPTION:

Registers (or "posts") information of consumers receiving specific service, according to SOP, in order to record data for periodic report.

RTD# 206

ROLE: Systems Researching

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	3	5%	1	5%	1	3	1	3	2	2.1	1.7

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0404	1227	1001	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 207

Administers screening instrument to consumer as directed by research section in order to test instrument for feasibility.

ROLE: Systems Researching

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
75%	3	20%	2	5%	1	3	1	4	3	2.9	2.6

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1101	2302	1001	13

REPRESENTATIVE TASK DESCRIPTION:

RTD# 208

ROLE: Systems Researching

Surveys specific population (e.g., Judges) in order to determine opinions.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
70%	3	25%	2	5%	1	3	1	4	3	2.6	3.0

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0311	2208	1001	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 209

ROLE: Systems Researching

Records number and whereabouts of institutionalized service consumers and significant events on standard reporting form, according to SOP, in order to account for all consumers (and record significant events) for reference.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	3	5%	1	5%	1	3	1	2	2	2.7	2.1

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0110	1221	1001	73

REPRESENTATIVE TASK DESCRIPTION:

RTD# 210

ROLE: Systems Researching

Lists individual services provided on standard reporting form (or recapitulation report) according to SOP in order to provide record of services provided.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	3	5%	1	5%	1	3	1	3	2	2.4	1.9

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0402	1212	1001	73

REPRESENTATIVE TASK DESCRIPTION:

RTD# 211

ROLE: Systems Researching

Lists work (or service) activities, using standard reporting form, in order to provide input for administrative decision making (or record).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	3	5%	1	5%	1	2	1	3	2	2.3	2.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0402	1213	1001	73

REPRESENTATIVE TASK DESCRIPTION:

RTD# 212

ROLE: Systems Researching

Drafts periodic operational report, according to SOP, compiling information when necessary, in order to summarize data (or information) for administrative decision making (or provide record).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	3	5%	1	5%	1	3	1	4	3	3.0	3.0

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0105	1110	1001	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 213

ROLE: Systems Researching

Drafts operational report, compiling information when necessary, in order to develop special report (data or narrative).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	3	5%	1	5%	1	4	3	5	4	2.9	3.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0105	1110	1001	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 214

ROLE: Systems Researching

Completes questionnaire, relative to organizational concerns, in order to provide operational information for analysis.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	3	5%	1	5%	1	4	1	4	2	2.5	2.0

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0103	1204	1001	13

REPRESENTATIVE TASK DESCRIPTION:

RTD# 215

ROLE: Systems Researching

Analyzes data (statistical/descriptive) in order to summarize findings for planning purposes.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER	CONSEQUENCE	LEVEL OF
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language	INSTRUC.	OF ERROR	DIFF.
90%	4	5%	1	5%	1	5	5	5	6	3.6	4.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0801	1101	1001	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 216

ROLE: Systems Researching

Computes statistical information, using appropriate (usually standardized) methods, in order to describe characteristics or infer relationships.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER	CONSEQUENCE	LEVEL OF
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language	INSTRUC.	OF ERROR	DIFF.
90%	4	5%	1	5%	1	5	5	5	5	3.1	3.8

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0201	1105	1001	-

ROLE: Administrating

SUBSTANTIVE AREA
COMPONENT #: 1101

SUBSTANTIVE AREA COMPONENT:

Coordinating administrative matters

RTD# SEQUENCE:

217-243

FUNCTIONAL KNOWLEDGE AND SKILL CATEGORIES

KNOWLEDGE CATEGORIES

101.4
101.6
101.7
102.1
102.2
102.6
105.1
106.6
107.4
107.6
110.1
110.2
110.3
110.4

SKILL CATEGORIES

203.4
203.5
208.1
208.2
208.3
209.2
209.4
210.2
213.4
216.1
216.2
216.3
217.1
217.2
217.3
217.4
217.5
217.7

REPRESENTATIVE TASK DESCRIPTION:

RTD# 217

ROLE: Administrating

Discusses meeting (appointment) time with service system colleague in order to schedule conference or inform same of prearranged meeting.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
25%	1	70%	2	5%	1	4	1	3	3	2.1	1.6

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0305	2110	1101	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 218

ROLE: Administrating

Confers with service system colleague(s) (or lay individual) in person or by telephone, assigning or assuming responsibility for agenda items (or other details) when indicated, in order to plan upcoming meeting.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
60%	5	35%	4	5%	1	4	1	4	4	2.6	2.9

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0303	2110	1101	54

REPRESENTATIVE TASK DESCRIPTION:

RTD# 219

ROLE: Administrating

Formulates presentation (or agenda), analyzing relevant information in order to develop presentation (or agenda) for upcoming meeting.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	5	5%	1	5%	1	5	1	5	8	2.9	3.8

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0504	1120	1101	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 220

ROLE: Administrating

Conducts meeting of colleagues in order to determine specific administrative action (or exchange administrative information).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER	CONSEQUENCE	LEVEL OF
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language	INSTRUC.	OF ERROR	DIFF.
60%	5	35%	5	5%	1	4	1	4	5	3.0	3.4

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1103	2103	1101	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 221

ROLE: Administrating

Attends intra-departmental meeting (usually regularly scheduled) of specific colleague group (supervisors, team, staff, task force, program heads, etc.), discussing operating procedures, policies, administrative problems and directions, reporting/receiving, exchanging information, clarifying issues, in order to coordinate, inform, plan, explain, or decide.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER	CONSEQUENCE	LEVEL OF
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language	INSTRUC.	OF ERROR	DIFF.
60%	4	35%	4	5%	1	5	1	4	5	3.0	3.7

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0302	2103	1101	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 222

ROLE: Administrating

Discusses administrative matters with colleague(s), reviewing relevant issues with colleague(s), discussing operating procedures, policies, administrative problems, etc., reporting relevant information, clarifying issues, in order to inform, coordinate, plan or decide.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER	CONSEQUENCE	LEVEL OF
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language	INSTRUC.	OF ERROR	DIFF.
60%	4	35%	4	5%	1	4	1	5	5	3.3	3.9

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0305	2103	1101	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 223

ROLE: Administrating

Meets with service system colleague(s), clarifying related roles, systems, and/or procedures, in order to develop coordinated, complementary relationship.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER	CONSEQUENCE	LEVEL OF
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language	INSTRUC.	OF ERROR	DIFF.
50%	4	45%	4	5%	1	4	1	4	4	2.9	3.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0308	2110	1101	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 224

ROLE: Administrating

Discusses provider problems (billing payments, agreements, etc.) with vendor, coordinating individual agreements, in order to manage accounts.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
60%	4	35%	6	5%	1	4	1	4	4	2.7	3.0

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0305	2209	1101	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 225

ROLE: Administrating

Negotiates contract with vendor in order to arrange specific service program.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
60%	5	35%	6	5%	1	5	2	5	6	2.9	3.5

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0205	2209	1101	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 226

ROLE: Administrating

Discusses foster home inspection with agency representative (fire, health, etc.) in order to coordinate needed documentation of minimum standards.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
50%	5	45%	2	5%	1	4	1	3	4	3.0	2.7

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0305	2102	1101	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 227

ROLE: Administrating

Promotes inter-organizational coordination among colleagues (during meeting, conferences, etc.), in order to discover direction or plan of other organizations.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
25%	3	70%	2	5%	1	4	1	4	3	2.9	3.5

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0206	2103	1101	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 228

ROLE: Administrating

Discusses donations with donor in order to arrange reception of goods (or services).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
50%	3	45%	2	5%	1	3	1	3	2	1.9	1.9

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0305	2202	1101	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 229

ROLE: Administrating

Advises colleague(s) (usually subordinate), clarifying assignments, roles, policies or methods, in order to promote individual/group effectiveness.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
50%	4	45%	5	5%	1	5	1	5	6	3.2	2.7

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1201	1103	1101	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 230

ROLE: Administrating

Investigates (or interviews) foster home applicants, evaluating suitability of home (parents), in order to recommend licensing (relicensing) of home.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
75%	4	20%	2	5%	1	5	1	5	5	3.8	3.8

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0808	2301	1101	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 231

ROLE: Administrating

Discusses (systems or procedural) changes regarding program with colleague, defining the problem, in order to plan change strategy.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
70%	3	25%	4	5%	1	5	1	5	6	3.3	3.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0305	2103	1101	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 232

ROLE: Administrating

Attends scheduled inter-organizational meeting of specific work group (usually focused on a particular problem or service need), discussing, clarifying, exchanging information, in order to coordinate, plan or decide a course of action.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
60%	5	35%	4	5%	1	5	1	5	6	3.0	3.4

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0302	2103	1101	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 233

ROLE: Administrating

Receives (listens to, accepts written reports) shift report from colleague according to SOP, in order to receive information of events (details) of previous shift.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
85%	3	10%	2	5%	1	2	1	2	1	2.5	1.8

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0613	2103	1101	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 234

Reviews log (or report), checking account against present status (Mail, medicine, etc.) according to SOP, in order to update personal knowledge of institutional events (and/or verity status).

ROLE: Administrating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	2	5%	1	5%	1	3	1	2	2	2.4	2.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0814	1138	1101	62

REPRESENTATIVE TASK DESCRIPTION:

RTD# 235

Reviews log (or record) in order to learn history of facility activity.

ROLE: Administrating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	3	5%	1	5%	1	2	1	2	1	2.2	1.7

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0814	1138	1101	62

REPRESENTATIVE TASK DESCRIPTION:

Reports events/details of previous shift to oncoming employee(s), according to SOP (verbal, written, assembly, etc.), in order to inform personnel.

RTD# 236

ROLE: Administrating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
80%	3	15%	2	5%	1	2	1	2	2	2.6	2.0

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0111	2104	1101	-

REPRESENTATIVE TASK DESCRIPTION:

Discusses program activities with colleague (usually superior), in order to inform same of administrative events (status).

RTD# 237

ROLE: Administrating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
75%	3	20%	2	5%	1	4	1	3	4	2.8	2.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0305	2103	1101	-

REPRESENTATIVE TASK DESCRIPTION:

Explains program specific information to service system colleague(s) in order to interpret agency's functions.

RTD# 238

ROLE: Administrating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
75%	3	20%	4	5%	1	4	1	3	4	2.9	2.8

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1206	2110	1101	-

REPRESENTATIVE TASK DESCRIPTION:

Reports meeting (or conference) attended to service system colleague(s) using personal meeting, or written report or memo, in order to inform others of substance.

RTD# 239

ROLE: Administrating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
75%	3	20%	2	5%	1	4	1	4	3	2.5	2.6

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0111	2110	1101	-

REPRESENTATIVE TASK DESCRIPTION:

Reviews procedure (or policy or law) with colleague, answering questions when asked, in order to inform colleague in new or established routine or nature of policy.

RTD# 24

ROLE: Administrating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
75%	4	20%	4	5%	1	4	1	4	4	3.3	3.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0814	2103	1101	-

REPRESENTATIVE TASK DESCRIPTION:

Interprets language for colleague in order to assist same.

RTD# 241

ROLE: Administrating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
85%	4	10%	2	5%	1	3	1	4	2	2.5	2.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0505	2103	1101	-

REPRESENTATIVE TASK DESCRIPTION:

Requests (receives) clarification of specific operational information from service system colleague in order to discover the nature of particular service (or policy or procedure).

RTD# 242

ROLE: Administrating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
85%	3	10%	2	5%	1	4	1	3	3	2.7	2.4

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0310	2110	1101	-

REPRESENTATIVE TASK DESCRIPTION:

Confers with colleague (usually superior), receiving help or instruction, in order to learn methods, procedures, policies, assignments, etc.

RTD# 243

ROLE: Administrating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
75%	3	20%	2	5%	1	4	1	3	2	2.8	2.6

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0303	2103	1101	-

ROLE: Administering

SUBSTANTIVE AREA COMPONENT #: 1102

SUBSTANTIVE AREA COMPONENT:

Planning administrative
activities

RTD# SEQUENCE:

244-254

FUNCTIONAL KNOWLEDGE AND SKILL CATEGORIES

KNOWLEDGE CATEGORIES

101.4
101.7
102.1
102.2
105.1
106.6
107.1
107.2
107.3
107.4
107.5
107.6
110.1
110.2
111.1
112.1
112.2

SKILL CATEGORIES

203.4
208.3
210.2
211.1
211.2
211.3
211.4
211.5
216.1
216.2
216.3
217.4
218.1
218.2

REPRESENTATIVE TASK DESCRIPTION:

RTD# 244

ROLE: Administrating

Plans in-service training lessons, developing training materials and/or lesson plans, in order to determine training strategy.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
75%	5	20%	2	5%	1	5	1	5	6	2.9	4.0

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0506	1128	1102	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 245

ROLE: Administrating

Plans training program (or package), occasionally with service system colleagues, (designing curriculum, scheduling instructional periods, etc.) in order to develop training program.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
70%	5	25%	4	5%	1	5	1	5	6	3.2	4.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0506	1128	1102	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 246

ROLE: Administrating

Arranges facility tour for individual(s) upon request in order to plan visitation.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
70%	3	25%	2	5%	1	3	1	4	3	1.8	2.0

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0901	1102	1102	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 247

ROLE: Administrating

Plans details of new service program (occasionally with others) in order to develop program proposal (or expansion).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
70%	6	25%	4	5%	1	5	2	5	7	3.8	4.1

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0506	1123	1102	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 248

ROLE: Administrating

Drafts policy, objective, or procedural statements (occasionally with others) in order to provide/develop SOP.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
80%	5	15%	4	5%	1	5	1	5	6	3.5	4.4

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0105	1111	1102	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 249

ROLE: Administrating

Arranges personal work schedule (day, week, etc.) or materials in order to plan efficient use of time.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	3	5%	1	5%	1	4	1	3	4	2.1	2.4

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0901	1201	102	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 250

ROLE: Administrating

Examines incoming paperwork (mail, assignments, letters, operations letters, memos, etc.), setting priorities, acting as necessary, in order to respond appropriately.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	4	5%	1	5%	1	3	1	3	3	2.7	2.5

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0805	1119	1102	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 251

ROLE: Administrating

Assembles needed work (paraphenalia) in order to prepare self for duties.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	3	5%	1	5%	1	3	1	2	3	1.5	1.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0101	3201	1102	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 252

ROLE: Administrating

Advises administrator/colleague about details of grant application in order to supply technical assistance.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
70%	4	25%	4	5%	1	5	2	5	5	3.1	3.5

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1201	2103	1102	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 253

Plans PR episode (news releases, speaking engagement, etc.) in order to inform public (or group) of services.

ROLE: Administrating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	5	5%	2	5%	1	4	1	5	4	3.0	3.5

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0506	1125	1102	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 254

Edits (develops) newsletter (compiling copy, coordinating duplication, distribution, etc.) in order to publish informative periodical.

ROLE: Administrating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
75%	5	20%	5	5%	1	4	1	5	4	2.3	3.1

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0503	1114	1102	-

ROLE: Administrating

SUBSTANTIVE AREA
COMPONENT #: 1103

SUBSTANTIVE AREA COMPONENT:

Managing the personnel process

RTD# SEQUENCE:

255-287

FUNCTIONAL KNOWLEDGE AND SKILL CATEGORIES

KNOWLEDGE CATEGORIES	SKILL CATEGORIES		
101.4	201.1	206.3	217.2
105.1	201.2	206.4	217.3
107.1	201.3	207.1	217.4
107.5	202.1	208.2	217.6
107.6	202.2	216.1	217.7
110.2	203.4	217.1	217.8
	203.5		

REPRESENTATIVE TASK DESCRIPTION:

RTD# 255

ROLE: Administrating

Provides knowledge of open career service positions to eligible employee(s) in order to inform same of promotional opportunity.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
80%	3	15%	2	5%	1	4	1	3	3	2.1	2.4

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0612	2104	1103	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 256

ROLE: Administrating

Drafts/dictates letter to job applicant, explaining employment procedure, in order to explain agency personnel needs.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
70%	3	25%	2	5%	1	4	1	3	3	2.2	2.6

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0105	2105	1103	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 257

ROLE: Administrating

Informs job applicant (or personnel offices) of application or promotional decision in order to advise same of decision.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
70%	3	25%	2	5%	1	4	1	3	4	2.5	1.6

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0306	2105	1103	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 258

ROLE: Administrating

Studies completed job application(s), using knowledge of vacant position requirements, in order to screen applicants.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	4	5%	1	5%	1	4	1	4	4	2.6	2.9

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0815	1142	1103	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 259

ROLE: Administrating

Discusses qualification of applicant for vacant position(s) with service system colleagues, evaluating qualifications, in order to screen individual for employment or promotion.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
60%	4	35%	2	5%	1	4	1	4	4	3.0	3.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0305	2110	1103	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 260

ROLE: Administrating

Interviews job applicant (or committee applicant), using knowledge of position requirements, in order to select appropriate individual.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
50%	4	45%	2	5%	1	4	1	4	5	3.3	3.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0307	2105	1103	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 261

ROLE: Administrating

Answers questions posed by administrator relative to personal qualifications for vacant position in order to explain qualifications.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
60%	3	35%	2	5%	1	4	1	4	3	2.3	2.7

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0301	2101	1103	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 262

ROLE: Administrative

Discusses employer transfer(s) with colleague (usually not transferee) in order to plan transition.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
60%	-	35%	4	5%	1	4	1	4	5	2.6	2.9

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0305	2103	1103	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 263

ROLE: Administrating

Discusses staffing needs with colleague, providing documentation when necessary in order to solicit staffing change.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
70%	5	25%	6	5%	1	5	1	5	6	2.9	3.6

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0305	2103	1103	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 264

ROLE: Administrating

Arranges time or dates (termination, transfer, sick leave, annual leave, retirement, etc.) with employee in order to plan transition.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
70%	3	25%	2	5%	1	4	1	4	3	2.3	2.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0901	2104	1103	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 265

ROLE: Administrating

Requests authorization for employee activity (leave of absence, overtime, etc.) from appropriate staff, according to SOP, in order to manage staff.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
80%	3	15%	2	5%	1	3	1	3	3	2.4	1.9

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0310		1103	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 266

ROLE: Administrating

Drafts/dictates employee report according to SOP in order to record work deficiency.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
75%	3	20%	2	5%	1	4	1	4	4	3.2	2.6

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0105	1109	1103	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 267

ROLE: Administrating

Drafts appointment paperwork according to SOP in order to appoint a new employee.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
75%	3	20%	2	5%	1	4	1	3	3	2.2	2.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1005	1206	1103	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 268

ROLE: Administrating

Signs employee vouchers (leave, travel, attendance, etc.) in order to settle employee account.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	3	5%	1	5%	1	3	1	3	3	2.4	1.5

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1114	1230	1103	73

REPRESENTATIVE TASK DESCRIPTION:

RTD# 269

ROLE: Administrating

Records employee information (annual leave, sick leave, training, compensatory time, etc.) in employee records in order to report employee activity.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	3	5%	1	5%	1	3	1	3	2	2.2	1.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0110	1224	1103	73

REPRESENTATIVE TASK DESCRIPTION:

RTD# 270

ROLE: Administrating

Records employee attendance or sick time of employees (or consumers), on standard reporting forms in order to procure accurate pay (record hours worked or determine leave balances).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	3	5%	1	5%	1	3	1	3	2	2.1	1.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0110	1223	1103	73

REPRESENTATIVE TASK DESCRIPTION:

RTD# 271

ROLE: Administrating

Calculates employee information (annual leave, sick leave, compensatory time, etc.), in order to summarize employee status for records, reports, etc.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	3	5%	1	5%	1	4	3	3	3	2.3	1.6

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0501	1202	1103	51

REPRESENTATIVE TASK DESCRIPTION:

RTD# 272

ROLE: Administrating

Schedules employee (or working consumer) working hours, informing employees according to SOP, in order to arrange adequate staffing pattern.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
70%	3	25%	2	5%	1	4	1	4	4	2.6	2.4

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1113	1141	1103	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 273

ROLE: Administrating

Examines employee time sheet (record), recording absences when appropriate, in order to determine any deficiency in staff coverage.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	4	5%	1	5%	1	3	1	3	2	2.7	1.9

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0805	1202	1103	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 274

ROLE: Administrating

Signs duty log, according to SOP, in order to record presence (or absence).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	2	5%	1	5%	1	2	1	2	2	2.1	1.1

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1114	1229	1103	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 275

ROLE: Administrating

Deploys/assigns employees (or working consumers) to duty stations in order to regulate adequate staffing pattern.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
65%	5	30%	5	5%	1	4	1	3	4	3.1	2.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1105	2104	1103	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 276

ROLE: Administrative

Studies personnel record (or work performance) of employee in order to evaluate employee.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	4	5%	1	5%	1	4	1	4	5	3.4	3.4

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0815	1143	1103	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 277

ROLE: Administrating

Rates employee performance, using performance rating form, dictating narrative when necessary, in order to report worker growth (deficiency).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
75%	4	20%	.5	5%	1	5	1	4	5	3.4	3.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1111	1129	1103	73

REPRESENTATIVE TASK DESCRIPTION:

RTD# 278

ROLE: Administrating

Discusses work performance with employee (usually during periodic evaluation) in order to promote understanding of work expectations.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER	CONSEQUENCE	LEVEL OF
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language	INSTRUC.	OF ERROR	DIFF.
45%	3	50%	4	5%	1	4	1	4	5	3.4	3.5

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0305	2104	1103	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 279

ROLE: Administrative

Meets with supervisor in order to review periodic performance evaluation.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER	CONSEQUENCE	LEVEL OF
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language	INSTRUC.	OF ERROR	DIFF.
60%	4	35%	4	5%	1	4	1	4	4	2.8	2.8

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0308	2114	1103	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 280

ROLE: Administrative

Signs performance evaluation, writing appropriate comments when necessary, in order to indicate degree of agreement with evaluation.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
80%	4	15%	2	5%	1	4	1	4	2	2.9	2.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1114	1232	1103	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 281

ROLE: Administrative

Reviews employee evaluations with superior (or personnel manager) in order to determine compliance with established policy.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
70%	4	25%	4	5%	1	5	1	4	4	3.5	2.9

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0814	2113	1103	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 282

ROLE: Administrative

Reviews employee performance evaluations in order to approve evaluations.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
80%	4	15%	5	5%	1	4	1	4	5	2.9	3.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0814	1136	1103	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 283

ROLE: Administrating

Discusses grievance (or personnel problem) with employee(s), determining solutions to said problems, in order to resolve issue.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
60%	4	35%	6	5%	1	5	1	5	6	3.3	3.8

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0305	2104	1103	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 284

ROLE: Administrating

Discusses status of current personnel problem (employee absence, employee termination, union activity, morale, performance, etc.) with colleague(s), in order to determine appropriate action.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
60%	4	35%	4	5%	1	4	1	4	5	3.2	3.7

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0305	2103	1103	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 285

ROLE: Administrating

Discusses discordant staff relationships with employee(s) in order to resolve internal problems.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
40%	4	55%	5	5%	1	5	1	5	5	3.6	3.7

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0305	2104	1103	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 286

ROLE: Administrating

Discusses inappropriate (or inadequate) job behavior with employee, indicating corrective measures when appropriate, in order to inform employee of unsatisfactory behavior.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
60%	3	35%	5	5%	1	5	1	5	5	3.4	3.8

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0305	2104	1103	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 287

ROLE: Administrating

Counsels employee with personal problem (upset, family problems, etc.) in order to restore job functioning.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
20%	4	75%	5	5%	1	5	1	4	7	3.4	3.6

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1204	2104	1103	-

ROLE: Administrating

SUBSTANTIVE AREA
COMPONENT #: 1104

SUBSTANTIVE AREA COMPONENT:

Managing and monitoring
operational procedures

RTD# SEQUENCE:

288-314

FUNCTIONAL KNOWLEDGE AND SKILL CATEGORIES

KNOWLEDGE CATEGORIES

101.4
105.1
107.1
107.5
107.6

SKILL CATEGORIES

202.1
203.5
207.1
208.1
208.2
211.3
216.3
217.1
217.4
217.5
217.7

REPRESENTATIVE TASK DESCRIPTION:

RTD# 288

ROLE: Administrating

Drafts/dictates routine letters (or memos) in order to respond to correspondence as necessary (to consumers as well as colleagues).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
80%	4	15%	2	5%	1	4	1	4	4	1.9	2.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0105	1207	1104	52

REPRESENTATIVE TASK DESCRIPTION:

RTD# 289

ROLE: Administrating

Drafts/dictates letters in order to acknowledge contributions or donations.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
80%	3	15%	2	5%	1	3	1	3	3	1.7	1.9

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0105	1207	1104	52

REPRESENTATIVE TASK DESCRIPTION:

RTD# 290

ROLE: Administrating

Drafts/dictates letter (or memo) to colleague in order to request specific action (or information).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
80%	3	15%	2	5%	1	4	1	3	4	2.1	2.4

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0105	1207	1104	52

REPRESENTATIVE TASK DESCRIPTION:

RTD# 291

ROLE: Administrating

Drafts letter (or memo or notice), regarding specific administrative matter (administrative request, appointment confirmation, PR, new resources, etc.) in order to advise service system colleagues of necessary information.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
80%	3	15%	2	5%	1	4	1	4	4	2.8	2.9

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0105	1207	1104	52

REPRESENTATIVE TASK DESCRIPTION:

RTD# 292

ROLE: Administrating

Proofreads personally drafted case-related paperwork (reports, forms, etc.) in order to prepare same for submission.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	4	5%	1	5%	1	3	1	3	4	2.2	1.9

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0812	1217	1104	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 293

ROLE: Administrating

Signs routine paperwork (letters, reports, authorizations, etc.) reviewing materials as necessary, in order to supply required signature (or approve, or recognize materials).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	4	5%	1	5%	1	4	1	3	4	2.0	1.6

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1114	1231	1104	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 294

ROLE: Administrating

Reviews meeting minutes, correcting and signing same, in order to approve minutes.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	4	5%	1	5%	1	4	1	3	4	1.8	1.7

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0814	1139	1104	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 295

ROLE: Administrating

Delegates assignments to subordinates appropriately (indicating priority work) in order to distribute work, incoming paperwork (cases, mail, etc.).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
65%	5	30%	5	5%	1	4	1	4	5	2.6	3.8

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1104	2112	1104	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 296

ROLE: Administrating

Meets with (telephones) subordinate employee(s), coordinating work, in order to delegate (assign) individual responsibilities.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
65%	5	30%	5	5%	1	4	1	3	4	3.0	3.1

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0308	2112	1104	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 297

ROLE: Administrating

Reviews case records in order to assign cases to unit staff or for follow-up.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	4	5%	1	5%	1	5	1	4	4	2.8	3.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0814	1133	1104	11

REPRESENTATIVE TASK DESCRIPTION:

RTD# 298

ROLE: Administrating

Drafts/dictates memo to subordinate in order to direct specific administrative action.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
75%	3	20%	2	5%	1	4	1	4	4	2.3	2.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0105	2112	1104	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 299

ROLE: Administrating

Reviews budget in order to determine financial status.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	4	5%	1	5%	1	5	2	4	5	3.6	3.5

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0814	1130	1104	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 300

ROLE: Administrating

Reviews grant proposal regarding legality/impact/implications in order to recommend approval/disapproval.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	4	5%	1	5%	1	5	3	5	6	4.3	4.5

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0814	1137	1104	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 301

ROLE: Administrating

Meets with colleague, discussing specific details of ongoing physical plant operations (leasing, space utilization, equipment, lawn renovations, food purchasing, security, etc.) in order to plan effective utilization of non-personnel resources.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
60%	5	35%	4	5%	1	4	1	4	4	2.4	3.5

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0308	2103	1104	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 302

ROLE: Administrating

Plans physical plant development (from justification through construction, renovation) in order to effect change.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
75%	6	20%	2	5%	1	5	2	5	6	3.6	4.1

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0506	1124	1104	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 303

ROLE: Administrating

Signs purchase orders, completing and routing orders as necessary, in order to authorize expenditures.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	4	5%	1	5%	1	4	2	3	4	2.6	1.6

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1114	1233	1104	73

REPRESENTATIVE TASK DESCRIPTION:

RTD# 304

ROLE: Administrating

Monitors facility activity from central location (receiving/log phone calls, head counts, etc.) in order to control facility.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
75%	4	20%	2	5%	1	4	1	3	4	2.9	1.7

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0809	1305	1104	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 305

ROLE: Administrating

Oversees work of subordinate(s) in order to enforce high work standards.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
35%	4	60%	5	5%	1	4	1	3	4	2.8	3.0

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1110	2112	1104	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 306

ROLE: Administrating

Checks all security posts (or personnel), while on walking tour of facility, in order to assure that all posts (stations) are covered.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
80%	4	15%	2	5%	1	4	1	3	2	3.5	1.4

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0802	1301	1104	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 307

ROLE: Administrating

Inspects facility (buildings, vehicles, grounds, sanitation, etc.), assessing cleanliness and order, in order to determine deficiencies for follow-up.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	4	5%	1	5%	1	3	1	3	3	2.6	2.0

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0807	1303	1104	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 308

ROLE: Administrating

Evaluates status of ongoing program (or support) activities while on "walking tour" of facility, in order to determine deficiencies for appropriate follow-up.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
80%	4	15%	2	5%	1	4	1	3	4	2.8	3.0

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0804	1302	1104	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 309

ROLE: Administrating

Reviews workers case records assignments (or reports) in order to monitor quality of work (and/or completeness of materials).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	4	5%	1	5%	1	5	1	4	5	3.3	3.4

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0814	1135	1104	11

REPRESENTATIVE TASK DESCRIPTION:

RTD# 310

ROLE: Administrating

Reviews unit paperwork (including mail), both incoming and outgoing, initialling as necessary, in order to monitor quality and quantity of paperwork.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	4	5%	1	5%	1	4	1	3	4	2.2	2.8

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0814	1140	1104	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 311

ROLE: Administrating

Inspects guard dogs in order to discover ill health.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER	CONSEQUENCE	LEVEL
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language	INSTRUC.	OF ERROR	OF DIFF.
90%	4	5%	1	5%	1	3	1	2	2	2.1	1.8

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0807	1304	1104	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 312

ROLE: Administrating

Oversees employees cleaning of guard dogs in order to provide hygienic care for dogs.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER	CONSEQUENCE	LEVEL
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language	INSTRUC.	OF ERROR	OF DIFF.
35%	3	60%	5	5%	1	3	1	2	3	1.6	1.5

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1110	2104	1104	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 313

Manages familial visitations at facility according to SOP in order to regulate flow of consumer visitors.

ROLE: Administrating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
55%	3	40%	2	5%	1	3	1	3	2	2.7	1.9

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1108	2313	1104	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 314

Writes (evaluates) service payment vouchers (bills, authorizations) in order to authorize/deny payment (or plan).

ROLE: Administrating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	4	5%	1	5%	1	3	1	3	3	2.7	2.7

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0112	1239	1104	73

ROLE: Administrating

SUBSTANTIVE AREA
COMPONENT #:1105

SUBSTANTIVE AREA COMPONENT:

Carrying out support activities

RTD# SEQUENCE:

315-358

FUNCTIONAL KNOWLEDGE AND SKILL CATEGORIES

KNOWLEDGE CATEGORIES	SKILL CATEGORIES
	217.8 217.9

REPRESENTATIVE TASK DESCRIPTION:

RTD# 315

Receives (distributes, "puts up") supplies (groceries, cleaning items, etc.) in order to manage tangibles.

ROLE: Administrating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
20%	2	5%	1	75%	1	1	1	2	1	1.4	1.3

SPECIFIC TRAINING CONTENT	PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0613	3220	1105	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 316

ROLE: Administrating

Purchases supplies (party, picnic, office supplies, etc.) from town, using personal transportation, in order to provide necessary items.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
65%	3	15%	2	20%	2	2	1	2	2	1.6	1.5

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0109	3109	1105	87

REPRESENTATIVE TASK DESCRIPTION:

RTD# 317

ROLE: Administrating

Estimates value of donated goods in order to ascertain value of donated items.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	4	5%	1	5%	1	3	1	3	2	1.5	2.0

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0202	1115	1105	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 318

ROLE: Administrating

Receives donated articles, routing same to appropriate locations, in order to furnish residents with supplementary goods.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	3	5%	1	5%	1	3	1	2	2	1.4	1.5

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0613	3219	1105	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 319

ROLE: Administrating

Checks weapons (or instruments, e.g. "sharps", keys) in (out) to authorized employees (or consumers), maintaining count with known total, in order to regulate potentially dangerous articles.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
75%	3	20%	2	5%	1	2	1	2	2	4.0	1.6

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0802	3105	1105	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 320

Transcribes doctors' prescriptions from patient records to tabular form in order to summarize prescriptions for medications aides.

ROLE: Administrating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	2	5%	1	5%	1	2	1	2	1	3.6	1.6

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0405	1235	1105	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 321

Supplies (makes ready) prescribed medications, according to SOP, in order to provide authorized medications for distribution.

ROLE: Administrating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
70%	3	5%	1	25%	1	3	1	3	1	3.5	2.0

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0618	3228	1105	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 322

ROLE: Administrating

Carries medications order to pharmacy (or drug storage area) in order to receive prescribed medications for distribution.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
5%	1	90%	1	5%	1	1	1	1	1	2.1	1.1

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1001	3202	1105	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 323

ROLE: Administrating

Counts drug supply according to SOP in order to account for medications.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	3	5%	1	5%	1	2	2	2	2	2.6	1.4

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0104	3208	1105	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 324

Lists deficient drug supplies, according to SOP, in order to request supplies.

ROLE: Administrating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	3	5%	1	5%	1	3	1	3	2	2.3	1.6

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0402	1211	1105	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 325

Records distribution of medications in order to provide information on drug stock.

ROLE: Administrating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	3	5%	1	5%	1	2	1	3	2	3.0	1.5

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0110	1222	1105	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 326

Supplies materials to consumers in work programs in order to provide production resources.

ROLE: Administrating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
30%	1	5%	1	65%	1	3	1	2	2	1.9	1.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0618	3227	1105	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 327

Transports items (clothing, prescription, paperwork, supplies, warrants, etc.) between providers and consumers, or between providers, using personal vehicle as mode of transportation, in order to expedite the processing of materials.

ROLE: Administrating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
5%	1	20%	2	75%	2	2	1	2	2	1.7	1.1

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1006	3231	1105	87

REPRESENTATIVE TASK DESCRIPTION:

RTD# 328

Repairs items (from strip, window, light bulb, refriger[illegible], etc.) in order to restore functioning.

ROLE: Administrating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
5%	1	5%	1	90%	3	4	1	2	3	1.8	2.1

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0702	3222	1105	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 329

Orders supplies (via telephone, writing requisitions) in order to obtain goods.

ROLE: Administrating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
75%	3	20%	2	5%	1	2	1	2	2	1.6	1.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1109	1214	1105	54

REPRESENTATIVE TASK DESCRIPTION:

RTD# 330

ROLE: Administrating

Sorts (counts) soiled clothing (or linens), separating same that requires mending, bagging as required, in order to exchange (or resupply) stock of clean laundry.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
40%	1	5%	1	55%	1	1	1	1	1	2.0	1.1

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0906	3226	1105	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 331

ROLE: Administrating

Washes (dries, or folds) laundry (linens, diapers or clothing) in order to replenish stock of clean changes.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
5%	1	5%	1	90%	1	1	1	1	1	2.0	1.1

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0706	3234	1105	-

REPRESENTATIVE TASK DESCRIPTION:

Cleans (sweeps, scrubs, mops, dusts, waxes) facilities (including equipment, walls, windows, spillage, appliances, fixtures) disposing of trash as necessary, in order to provide hygienic environment.

RTD# 332

ROLE: Administrating

DATA—		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien	Level	Orien.	Level	Reasoning	Math	Language			
5%	1	5%	1	90%	1	1	1	1	1	1.6	1.4

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0606	3204	1105	82-

REPRESENTATIVE TASK DESCRIPTION:

Sanitizes (makes ready) medical equipment (tubes, scrub sinks, instruments, etc.), according to SOP, in order to prepare clinic laboratory, or items for use.

RTD# 333

ROLE: Administrating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
5%	1	5%	1	90%	2	2	1	1	2	3.1	1.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0704	3223	1105	43

REPRESENTATIVE TASK DESCRIPTION:

RTD# 334

ROLE: Administrating

Collects (dispenses, withdraws or deposits) money in order to settle accounts.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
70%	3	25%	2	5%	1	3	2	3	3	2.2	1.6

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0102	3206	1105	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 335

ROLE: Administrating

Transcribes written material in order to provide appropriate format (not typing).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	2	5%	1	5%	1	3	1	2	2	1.6	1.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0405	1236	1105	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 336

Pulls case record from file, arranging contents as necessary, in order to provide needed information.

ROLE: Administrating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
65%	3	5%	1	30%	1	2	1	2	2	2.0	1.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0701	3218	1105	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 337

Files case records (or materials) in sequence in order to organize records for reference.

ROLE: Administrating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
65%	3	5%	1	30%	1	2	1	2	2	1.5	1.1

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0902	3211	1105	11

REPRESENTATIVE TASK DESCRIPTION:

Duplicates paperwork (xerox, ditto, etc.) in order to prepare copies.

RTD# 338

ROLE: Administrating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
5%	1	5%	1	90%	2	1	1	1	1	1.4	1.0

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0401			

REPRESENTATIVE TASK DESCRIPTION:

Receives telephone inquiries as receptionist or switchboard operator, transferring calls, taking messages, making routine appointments according to SOP, answering routine questions, in order to manage initial contact.

RTD# 339

ROLE: Administrating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
35%	2	55%	2	10%	1	3	1	4	2	2.7	1.9

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0613	2311	1105	54

REPRESENTATIVE TASK DESCRIPTION:

RTD# 340

ROLE: Administrating

Transports items (paperwork, file, forms, supplies, donations, etc.), picking up or delivering, walking as the mode of transportation, in order to expedite the processing (or supply) of tangibles.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
5%	1	5%	1	90%	1	1	1	1	1	1.5	1.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1006	3231	1105	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 341

ROLE: Administrating

Relays mail to and from Post Office, collecting and distributing mail to and from stations as required, in order to effect mail delivery.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
25%	1	5%	1	70%	1	2	1	1	1	1.8	1.1

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1003	3221	1105	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 342

ROLE: Administrating

Determines distribution of incoming mail (packages), opening, stamping, sorting and/or logging according to SOP, in order to route mail.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
65%	1	5%	1	30%	1	2	1	2	2	1.5	1.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0803	3210	1105	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 343

ROLE: Administrating

Types proof copy from original source, proofing work, in order to supply master.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
25%	2	5%	1	70%	2	2	1	4	1	1.4	1.8

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0705	3233	1105	55

REPRESENTATIVE TASK DESCRIPTION:

RTD# 344

Prepares identification cards or badges for consumers or staff, taking photographs, laminating cards, and/or completing name tags, in order to supply necessary identification.

ROLE: Administrating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
25%	3	10%	2	65%	2	2	1	2	2	1.6	1.6

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0108	1218	1105	86

REPRESENTATIVE TASK DESCRIPTION:

RTD# 345

Routes individual consumer through clinic (or hearing), according to SOP, easing consumer's anxiety as necessary, in order to promote efficient operations.

ROLE: Administrating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
5%	1	90%	3	5%	1	3	1	3	2	2.3	2.1

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
1004	2302	1105	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 346

Drafts minutes of meeting in order to provide record of events.

ROLE: Administrating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	3	5%	1	5%	1	3	1	4	2	1.6	2.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0105	1208	1105	74

REPRESENTATIVE TASK DESCRIPTION:

RTD# 347

Transcribes mileage of motor pool vehicles, using daily report form, in order to record daily mileage.

ROLE: Administrating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	2	5%	1	5%	1	2	1	2	2	2.0	1.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0405	1234	1105	73

REPRESENTATIVE TASK DESCRIPTION:

RTD# 348

Drafts orders for money from accounts, according to SOP, in order to manage consumer accounts.

ROLE: Administrating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	3	5%	1	5%	1	2	2	2	2	2.7	1.9

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0105	1209	1105	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 349

Sells meal tickets in order to provide coupon for meal redemption.

ROLE: Administrating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
15%	3	70%	1	15%	1	2	2	2	1	1.6	1.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0207	3111	1105	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 350

ROLE: Administrating

- Sorts items (books, papers, etc.) in order to organize materials.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
70%	1	5%	1	25%	1	3	1	2	1	1.2	1.4

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0906	3225	1105	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 351

ROLE: Administrating

Posts (logs) routine administrative information (names, telephone numbers, providers, etc.) in order to provide record (or index).

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	2	5%	1	5%	1	2	1	2	1	1.7	1.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0403	1216	1105	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 352

ROLE: Administrating

Records personal travel, using standard reporting form, in order to summarize items for reimbursement.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	3	5%	1	5%	1	2	1	2	2	2.0	1.4

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0110	1226	1105	73

REPRESENTATIVE TASK DESCRIPTION:

RTD# 353

ROLE: Administrating

Inventories supplies (groceries, household, etc.) in order to account for goods.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	3	5%	1	5%	1	2	1	2	2	2.0	1.4

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0106	3213	1105	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 354

ROLE: Administrating

Reviews computer printout data, marking errors, in order to initiate corrections according to SOP.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	4	5%	1	5%	1	4	1	3	4	2.3	2.3

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0814	1134	1105	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 355

ROLE: Administrating

Edits computer input/output data in order to correct illegal entries.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	4	5%	1	5%	1	4	1	3	4	2.8	2.6

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0503	1113	1105	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 356

Counts money in order to provide sum.

ROLE: Administrating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	3	5%	1	5%	1	2	1	3	1	1.6	1.1

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0104	3209	1105	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 357

Posts financial ledger entries in order to record expenditures.

ROLE: Administrating

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	3	5%	1	5%	1	2	1	2	2	1.8	1.8

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0403	1215	1105	-

REPRESENTATIVE TASK DESCRIPTION:

RTD# 358

ROLE: Administrating

Verifies expenditures in order to balance accounts.

DATA		PEOPLE		THINGS		GENERAL EDUCATIONAL DEVELOPMENT			WORKER INSTRUC.	CONSEQUENCE OF ERROR	LEVEL OF DIFF.
Orien.	Level	Orien.	Level	Orien.	Level	Reasoning	Math	Language			
90%	3	5%	1	5%	1	4	2	4	3	3.0	2.2

SPECIFIC TRAINING CONTENT

PERFORMANCE STANDARDS

COMPONENT DESIGNATIONS

Action Verb	Primary Object	Substantive Area	Work Aid
0817	1237	1105	-